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ABSTRACT

This supplement to the "Ethnic Heritage Studies Program Catalog: 1974-1979" is intended to help teachers, curriculum supervisors, members of ethnic organizations, and others interested in multiethnic education become aware of and effectively use the materials developed by projects funded by the Ethnic Heritage Studies Program, Title IX, ESEA. Part I, which constitutes the major portion of the supplement, contains detailed descriptions of the projects funded in 1978 and of the materials produced by those projects. The kinds of information provided for each entry include: project title and address, project director, ethnic group or groups on which the project focused, audience and grade level for the project, the project's subject (curricular) area, format of materials developed (i.e., print or nonprint), amount of funding, titles of materials developed, and availability information for each piece of material. Indexes by ethnic group, geographic area, subject area, and titles of materials are provided. Parts II and III contain briefer descriptions of projects funded in 1979 and 1980, respectively. (Author/RM)

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ETHNIC HERITAGE STUDIES PROGRAM CATALOG

1978-1980 SUPPLEMENT

By Regina McCormick

Ethnic Heritage Studies Clearinghouse
Social Science Education Consortium, Inc.
Boulder, Colorado
1981

SO 013 413

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--members of the project advisory board, who attended board meetings and frequently conferred with project staff by mail and telephone (for their names and affiliations, see page iii);

--the staffs of the ERIC clearinghouses, for their assistance in entering the ethnic studies materials into the ERIC system;

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Regina McCormick

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INTRODUCTION

This 1978-1980 Supplement to the Ethnic Heritage Studies Program Catalog: 1974-1979 is intended to help teachers, curriculum supervisors, members of ethnic organizations, and others interested in multiethnic education become aware of and effectively use the projects developed by projects funded by the Ethnic Heritage Studies Program (Title IX, ESEA). Part I of this supplementary volume contains detailed descriptions of the projects funded in 1978 and of the materials produced by those projects. Parts II and III contain briefer descriptions of projects funded in 1979 and 1980, respectively. Within each part, the projects are organized by state or territory.

Development of the Supplement

In January 1980, letters were sent to each of the 56 projects funded in 1978, requesting copies of final reports and all materials developed by the projects. Although most projects sent us the information we requested, in some cases we were not able to obtain copies of materials. Those materials that we did receive were analyzed by the clearinghouse staff and are described in Part I. (These analyses are descriptive, not evaluative.) In some cases, when the actual materials were not sent, we were able to obtain descriptive information from the projects' final reports. If a project sent us neither copies of materials nor a final report, we gathered information as best we could through telephone conversations and various other sources.

Letters requesting copies of their successful proposals were sent to the 58 ethnic studies projects funded in 1980. Information from these proposals was used to write the brief project descriptions in Part III. Descriptions of the 48 projects funded in 1979 are reprinted from the Ethnic Heritage Studies Program Catalog: 1974-1979.

Descriptions of 1978 Projects

The analyses of the 1978 projects constitute the major portion of this supplement. The information in the heading for each entry includes the project title and address, the project director, the ethnic group or groups on which the project focused, the audience and grade level for the project, the project's subject (curricular) area, the format of materials developed (i.e., print or nonprint), the amount of funding, the titles of materials developed, and availability information for each piece of material.

While some of the categories in the project heading are self-explanatory, others may require explanation. In the category "audience," various terms are used. "Student materials" means that the project developed materials which can be used directly by students. If the term "teacher resources" is used, the project developed materials intended for teacher use. Some examples of teacher resources are bibliographies, curriculum guides, units of study (which the teacher must do something with before using them with students), teachers' guides, and background readings. The term "teacher education" means that the project conducted teacher training workshops or courses and/or developed material specifically intended for use in teacher education (e.g., a workshop model or a teacher education course outline).

Several aspects of the "materials/availability" section require explanation. The Ethnic Heritage Studies Act requires that each project write a final report.

In this supplementary catalog, final reports are not considered to be "materials" developed by the project unless they contain information that the clearinghouse staff thought would be useful to others. For example, if a project's final report contained a model for teacher training which others might replicate, the report would be listed in the materials section.

Availability of Project Materials

Information about the cost and availability of materials produced by projects funded in 1978 is also provided in the Part I descriptions. In some cases the projects are distributing materials themselves or have arranged for distribution through other organizations.

Many of the print materials are available in microfiche and/or paper copy through the ERIC (Educational Resources Information Center) system. Materials identified by ED (ERIC document) numbers are available on microfiche in the more than 700 libraries throughout the United States that subscribe to ERIC. (Check the library nearest you.) You can also purchase a personal copy of any ERIC document in either microfiche or paper copy from the ERIC Document Reproduction Service (EDRS), P.O. Box 190, Arlington, Virginia 22210. A copy of the EDRS ordering form is shown on pages 3 and 4. Note that postage costs must be paid when ordering either microfiche or paper copy.

Some materials which are available through ERIC did not have ED numbers assigned to them by the time this supplement was printed. For these materials, a clearinghouse code is provided; for example, SO 012 041. To get the ED number from the clearinghouse code, go to a library that subscribes to ERIC. The monthly ERIC index Resources in Education contains an index that cross-references the temporary ERIC clearinghouse accession number to the permanent ERIC document (ED) accession number.

Information about nonprint (audiovisual) materials produced by the projects can be obtained from the National Audiovisual Center, General Services Administration, Washington, D.C. 20409.

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Part I

1978 PROJECTS

Alabama

1. PROJECT ETCH: ETHNIC TRAINING IN OUR CULTURAL HERITAGE

Pike County Board of Education
Church Street
Troy, Alabama 36081

Director: Sara Kelley

Ethnic Group: Multiethnic (with some emphasis on Pike County, Alabama)

Subject Area: Social studies, folklore (Alabama)

Audience: Teacher education (1-12), teacher resources (1-12), student materials (7-12)

Format: Print

Funding: $43,944.00

Materials/Availability:

Pikes Peak of the Past, 2 vols. (no date). Available from project: paperbound, limited number available for cost of postage.

Teach Them All (no date). Available from (1) project: 49 pp., limited number of copies available for cost of postage; (2) ERIC: ED 194 975, microfiche, $0.91; paper copy not available from EDRS.

This project was a training project for social studies, history, and humanities teachers; principals; and community representatives in Pike County, Alabama. A mobile training laboratory was equipped and staffed for the purpose of providing training on a monthly rotating schedule at each of the seven schools in the county. The training provided was an integral part of each school's regular inservice program. In addition, a three-day human-relations workshop was conducted as a joint effort of the project and Title IV-CRA. Approximately 150 people, including lunchroom personnel, students, parents, bus drivers, teachers, principals, and supervisors, attended.

During the year the project developed and field tested six units of study for use with elementary and secondary students. These units, which are collected in *Teach Them All*, are focused on a variety of topics, including ethnic groups in the community, the 1960 civil rights movement, Greece as the birthplace of democracy, and the importance of self-concept in developing personality. The students view filmstrips, listen to ethnic speakers, make ethnic recipe books, engage in debates, give book reports, conduct interviews, make scrapbooks, hold puppet shows, and play music.

The project also developed a two-volume paperbound book on the local folklore of Pike County. Students did research on their ancestors and backgrounds and interviewed senior citizens.

Alaska

2. SOUTHEAST ALASKA NATIVE MATERIALS DEVELOPMENT PROJECT

Ketchikan Indian Corporation
P.O. Box 6855
Ketchikan, Alaska 99901

Director: Edward Thomas

Ethnic Group: American Indians (Southeast Alaska)

Subject Area: Art, drama, language arts, social studies

Format: Print and nonprint

Funding: $44,000.00

Materials/Availability:

Haida Story Telling Time, by Robert Cogo (1979). Available from (1) project: paperbound, 38 pp., $3.00; (2) ERIC: ED 186 187, 53 pp., microfiche, $0.91; paper copy not available from EDRS.

Haida Story Telling Time, Activity Folder (1979). Available from (1) project: looseleaf, $0.50; (2) ERIC: included with ED 186 187 above.

Haida Months of the Year, by Robert Cogo (1979). Available from (1) project: paperbound, 14 pp., $1.00; (2) ERIC: ED 186 188, microfiche, $0.91; paper copy, $2.00.

Haida Numbers and Calculation, by Robert Cogo (1979). Available from (1) project: paperbound, 6 pp., $0.50; (2) ERIC: ED 186 189, microfiche, $0.91; paper copy, $2.00.

Haida Food Gathering and Preparation, by Robert Cogo (no date). Available from (1) project: paperbound, 34 pp.. $2.00; (2) ERIC: ED 186 190, 40 pp., microfiche, $0.91, paper copy, $3.65.

Haida Button Blanket, The, by Vesta Johnson (no date). Available from (1) project: paperbound, 16 pp., accompanied by slide/tape show (for loan), $1.00; (2) ERIC: ED 186 191, 16 pp., microfiche, $0.91; paper copy, $2.00.

Hunting Stories, by Frank Johnson (1979). Available from (1) project: paperbound, 46 pp., $2.00; (2) ERIC: ED 186 192, 79 pp., microfiche, $0.91; paper copy, $3.65.

Ketchikan Mural, The, by the Ketchikan Indian Corporation (1979).. Available from (1) project: paperbound, 36 pp., $3.00; (2) ERIC: ED 186 193, 38 pp., microfiche, $0.91; paper copy, $3.65.

Kilang Sk'at'aa [Learning your language], by Erma Lawrence (1978). Available from (1) project: paperbound, 17 pp., $1.00; (2) ERIC: ED 186 194, 21 pp., microfiche, $0.91; paper copy, $2.00.

Learning Tsimshian, by Ann Young, Gayle Dundas, and Mary Guthrie (1979). Available from (1) project: paperbound, 16 pp., $1.00; (2) ERIC: ED 186 195, 20 pp., microfiche, $0.91; paper copy, $2.00.

Tlingit Conversations, by Esther Shea (1978). Available from (1) project: paperbound, 28 pp., $0.50; (2) ERIC: ED 186 196, 32 pp., microfiche, $0.91; paper copy, $3.65.

Tlingit Survival Practices and Stories, by Frank Johnson (1979). Available from (1) project: stapled, 23 pp., $2.00; (2) ERIC: ED 186 197, 47 pp., microfiche, $0.91; paper copy, $3.65.

Tlingit Survival Practices and Stories, Activity Folder (1979). Available from (1) project: looseleaf, $0.50; (2) ERIC: included in ED 186 197 above.

Yahk'ii, by the Ketchikan Indian Corporation (1979). Available from project: paperbound, 35 pp., $3.00.

Let's Learn Language (Haida), set of 10 videotapes with accompanying booklets and scripts in Haida, and Let's Learn Language (Tsimshian), set of 10 videotapes with accompanying booklets and scripts in Tsimshian. Available from McNally Educational Productions, 501 San Antonio, Santa Fe, New Mexico 87501: $1,500.00 each.

What Kind of Raven, filmstrip/cassette program, and People and Resources of Southeast Alaska, filmstrip/cassette program. Available from Shenandoah Film Productions, 538 S. Street, Arcata, California 95521: $25.00 each.

This project developed print and nonprint materials on Southeast Alaskan American Indians for use with students in grades 4-6. All materials were field tested.

Haida Story Telling Time is a collection of seven American Indian legends and myths, including "The Great Flood," "Eagle Brings Good Luck," and "The Beaver and the Marmot." Each story is followed by suggested questions, student activities, and teacher activities. According to the introduction, the stories can be integrated into such classroom subjects as science, art, writing, language arts, and drama. An activity folder accompanies the booklet.

Using the booklet and activity folder for Tlingit Survival Practices and Stories, students read stories about and are involved in activities concerning traditional Tlingit survival practices. Hunting Stories contains readings and activities for students. Students write their own stories, draw pictures, look up new words in the dictionary, and role play.

The Ketchikan Mural is a collection of short stories by students describing an American Indian mural, "The Return of the Eagle," which they prepared in 1977. There is an accompanying slide/tape show. The Yahk'ii booklet contains 31 articles written by high school students. The topics discussed include Haida values and culture, basket weaving, and family heritage. Students learn to make a button blanket by studying the readings and illustrations in the booklet The Haida Button Blanket and by viewing the accompanying slide/tape program.

By viewing the two filmstrip/cassette programs, students learn about the American Indian culture and how the Indians live in southeastern Alaska. Several booklets developed by the project can be used to teach the American Indian languages and cultures of Haida, Tlingit, and Tsimshian. The project also developed videotapes for use in language classes. Let's Learn Language (Haida) and Let's Learn Language (Tsimshian) consist of ten videotapes each with accompanying booklets and scripts.

Note: The videotapes were not available for preview. All descriptive information in this analysis was obtained from the project's final report.

American Samoa

3. SAMOAN CROSS CULTURAL ORIENTATION

American Samoa Community College
Board of Higher Education
Mapusaga Campus
P.O. Box 2609
Pago Pago, American Samoa 96799

Director: Saeu Scanlan

Ethnic Group: Samoan Americans

Subject Area: All areas

Audience: Student materials (13-16)

Format: Print and nonprint

Funding: $41,728.00

Materials/Availability:

Color film (16mm, 30 min.) with accompanying written materials. Not available.

Note: No information about the project could be obtained from the sponsoring organization. The information in this entry was obtained from the project proposal. According to the proposal, the goal of this project was to train college students and teachers in the skills necessary to overcome stereotypes and prejudices. The teaching vehicle was projected to be a curriculum package consisting of a 16mm, 30-minute color/sound documentary film with accompanying written materials. The film was intended to present some of the differences between Samoan and non-Samoan styles of communicative behavior and to serve as a catalyst for initiating group discussion. The written materials were to provide information on Samoan culture and directives for discussion leaders.

California

4. MULTICULTURAL CURRICULUM DEVELOPMENT

California State University/Fresno
Foundation
Shaw and Cedar Avenues
San Francisco, California 93740

Director: Dirk van der Elst

Ethnic Group: Multiethnic (California, emphasis on San Joaquin Valley)

Subject Area: Social studies

Audience: Student materials (4-9)

Format: Print and nonprint

Funding: $44,998.00

Materials/Availability:

In preparation.

Note: The research for this project is still ongoing. One goal of the project is to develop slide/tape programs and booklets on the ethnic heritage of people in the San Joaquin Valley of California. The slide shows will be short (5-10 minutes long) and appropriate for use with intermediate and junior high school students.

5. THE ETHNIC HERITAGE STUDIES PROGRAM OF CHILDREN'S COLLECTIVE

Children's Collective, Inc.
12829 South Jarvis Place
Los Angeles, California 94118

Director: Monica Hampton

Ethnic Group: Multiethnic, Black Americans

Subject Area: Social studies

Audience: Teacher resources (preschool and grades 1-3)

Format: Print

Funding: $45,000.00

Materials/Availability:
The Ethnic Heritage Teacher's Training Handbook, compiled by Mary McLeod (no date). Available from project: stapled, 37 pp.; contact project for price information.

This project developed a training handbook designed to help preschool and primary children and their caregivers achieve a greater understanding and appreciation of minority groups. Fifty teachers, administrators, parents, and community residents were trained to use the activities in the handbook.

The handbook is intended to be used as a model. Although many of the activities deal with Black American heritage, they can be adapted to teach about any ethnic group. One set of activities is designed to help young children develop positive self-concepts by taking pictures of themselves and putting together a portfolio and cutting out magazine pictures of children who are the same color as they are. Other activities emphasize the interdependence of the child and the community and involve students in learning ethnic songs and celebrating holidays.

6. SAN FRANCISCO BAY AREA ETHNIC HERITAGE PROJECT

Korean Community Service Center
3136 Fulton Street
San Francisco, California 94118

Director: Tom Kim

Ethnic Group: Korean Americans

Subject Area: Social studies

Audience: Student materials (4-16), adult/community education

Format: Print and nonprint

Funding: $46,000.00

Materials/Availability:
Slide show, "Korean American History, 1889-1965" (in preparation); Bibliography of Korean American History (in preparation); photographs of Korean Americans (available from project at cost).

Note: This project is in the process of developing a slide show and a bibliography. The slide show presents the history of Korean Americans from 1889 to 1965 and is intended for intermediate, secondary, and college students as well as adults. The bibliography includes and exceeds the Korean American history bibliography in the Library of Congress. The project also compiled a photographic collection which encompasses many one-of-a-kind photographs depicting Korean Americans.

Colorado

7. ETHNIC HERITAGE STUDIES CLEARINGHOUSE

Social Science Education Consortium, Inc.
855 Broadway

Boulder, Colorado 80302

Director: Frances Haley

Ethnic Group: Multiethnic

Subject Area: All areas

Audience: Anyone interested in ethnic studies

Format: Print

Funding: $38,000.00

Materials/Availability:

Ethnic Heritage Studies Program Catalog: 1974-1979 by Regina McCormick (1980). Available from (1) project: paperbound, 144 pp., $9.95; (2) ERIC: SO 012 127; see Resources in Education for ED number and price.

Ethnic Studies Sampler: The Best of the Title IX Project Materials, edited by Frances Haley (1981). Available from (1) project: paperbound, 414 pp., $20.00.

This project established the Ethnic Heritage Studies Clearinghouse, the major function of which was to disseminate information about multiethnic education to educators and community and lay persons throughout the United States. The clearinghouse staff collected and analyzed all materials developed by the Title IX Ethnic Heritage Studies projects funded from 1974 to 1977.

The Ethnic Heritage Studies Program Catalog contains analyses of the project materials and information about other project activities. Also included in the catalog are brief descriptions of the ethnic studies projects funded in 1978 and 1979. A sampler of exemplary lessons and materials developed by the Title IX projects was also produced.

The project established and trained a network of field agents in all parts of the United States to provide ongoing dissemination and training in ethnic studies. The clearinghouse staff conducted two training conferences for the field agents: one was held in Boulder, Colorado and the other in Cleveland. The field agents were acquainted with the services of and kinds of information available through the clearinghouse. At the conferences each field agent developed back-home plans for disseminating information about multiethnic education to persons in his or her part of the country.

Connecticut

8. USING ESTONIAN AMERICAN BASED CULTURE MODELS FOR MULTICULTURAL STUDIES IN THE SECONDARY SCHOOLS

Connecticut Estonian Society, Inc.
200 Maple Street
Manchester, Connecticut 06040

Director: Enn O. Koiva

Ethnic Group: Estonian Americans

Subject Area: Social studies

Audience: Student materials (9-12)

Format: Print and nonprint

Materials/Availability:

Using Estonian/American Based Culture Models for Multicultural Studies: An Innovative Aproach to Studying the Multi-cultural, Multi-ethnic Experience, edited by Enn O. Koiva (1979). Available from (1) Estonian/American Culture Models, c/o Mr. Enn O. Koiva, RFD 1, Andover, Connecticut 06232: paperbound, 174 pp., $5.00; (2) ERIC: ED 184 978, 172 pp., microfiche, $0.91; paper copy, $11.90.

Using the Cultural Models Approach in Studying the Multicultural Experience, reproducible master sheets plus program description. Available from (1) Estonian/American Culture Models: looseleaf, $5.00; (2) ERIC: ED 184 977, 21 pp., microfiche, $0.91; paper copy not available from EDRS.

Resource box containing the following items: Estonian Handicrafts, Art and Architecture, slide show with script ($50.00), Estonia -- Western Civilization's Outpost with the Baltic Sea, two-part slide/cassette show ($60.00), Best Loved Estonian Songs, records and teacher's guide ($10.00), books on assorted topics and maps (not for sale), and oral history tapes (not for sale).

The slide shows and records are available for loan or individual items may be purchased from Estonian/American Culture Models (see address above).

This project developed a resource kit containing print and nonprint materials on Estonian Americans for use with high school students. Training conferences were held to introduce the materials to practicing cultural studies teachers. The materials are sufficient for a seven-week unit of study.

The program is organized around "cultural models" which are presented with the guidebook Using Estonian/American Based Culture Models for Multicultural Studies. The models deal with universal values; for example, how a culture views and treats life, death, love, marriage, and its heroes. The student begins with a study of the values and experiences of the base group, which in this case is the Estonian Americans. After the base group has been thoroughly examined, students are required to pick another cultural group of their own choice for individual or small-group study.

The guidebook contains student readings, based on the models, which provide students with the information necessary for the study of the base group. Students read about and discuss the history of Estonia, the Estonian immigration to America, the Estonian community in Connecticut, and Estonian folklore, fine arts, costumes, handicrafts, food, and music. Students are also involved in writing research reports, doing a family tree, and conducting interviews with Estonian Americans. The guidebook contains lesson plans, discussion questions, and suggestions for classroom activities.

The project also developed multimedia materials for use in the program. However, the guidebook can be used without the nonprint materials. In addition to the guide and the nonprint materials, the resource box also contains books on assorted topics and maps.

9. THE HUNGARIAN IMMIGRANTS OF BRIDGEPORT AND FAIRFIELD: AN EDUCATION FILM

Sacred Heart University
5229 Park Avenue
Bridgeport, Connecticut 06606

Director: Steven Ross

Ethnic Group: Hungarian Americans (Connecticut, with emphasis on Bridgeport)

Subject Area: Social studies

Audience: Adult/community education, student materials (7-12)

Format: Nonprint

Funding: $46,000.00

Materials/Availability:

Searching for Wordin Avenue, by Steven Ross (1979). Available from Steven Ross, Media Studies Department, Sacred Heart University, P.O. Box 6460, Bridgeport, Connecticut 06606: 16mm film, $600; $55 per showing for rental.

A 53-minute color film on the Hungarian Americans of Bridgeport was developed by this project. The developer chose Hungarian Americans as his subject because "so little has been done about them. They were not representative of the image we have of immigrants. They weren't starving or abused at home. They were simply dissatisfied working for baronial landowners, never having anything to pass on to their children. Here, they fulfilled the American dream." The film traces the pilgrimage of an Hungarian family to America at the turn of the century. Interspersed with the story are old stills, early movie footage, and interviews with second- and third-generation Hungarian Americans who live in the area. The film can be used with adults and high school students.

District of Columbia

10. LEADERSHIP TRAINING INSTITUTES IN MULTIETHNIC STUDIES FOR TEACHER EDUCATION

American Association of Colleges
for Teacher Education
Room 610
One Dupont Circle
Washington, D.C. 20036

Director: Frank Klassen

Ethnic Group: Multiethnic

Subject Area: Social studies

Audience: Teacher education (K-16)

Format: Print

Funding: $44,999.00

Materials/Availability:

Multiethnic/Multicultural Teacher Education: Conceptual, Historical, and Ideological Issues, by James A. Banks (1979). Available from ERIC: ED 175 278, 42 pp., microfiche, $0.91; paper copy, $3.65.

This project conducted three regional leadership training institutes in multiethnic studies in Dallas and New York City "to assist teacher educators in the development and implementation of curricula with a multicultural perspective." Each of the institutes used a training format that participants could replicate with staff, faculties, and students at their own institutions. Institute sessions treated many topics, including how to develop and implement multicultural education in a teacher education curriculum, multicultural education for preservice and graduate students, how to use film in an ethnic studies course, and teaching methods. Participants in the institutes also had the opportunity to examine ethnic studies materials and models.

A copy of the keynote speech at each of the institutes, "Multiethnic/Multicultural Teacher Education: Conceptual, Historical, and Ideological Issues," delivered by James A. Banks, is available from the project. One of the major questions addressed in the speech is "How can we legitimize multiethnic education within the nation's teacher training institutions?" The author argues that to reduce ideological resistance to pluralistic education, we must begin to have a dialogue between "mainstream" and "pluralistic" teacher educators: "Once a philosophy of multiethnic education is internalized by mainstream teacher educators, the development of effective multiethnic teacher education programs will become primarily a logistic and technical problem."

11. ETHNIC HERITAGE SCHOOL BOARD TRAINING PROJECT

National School Boards Association
1055 Thomas Jefferson Street, N.W.
Washington, D.C. 20007

Director: Crystal Kuykendall

Ethnic Group: Multiethnic

Subject Area: All areas

Audience: School board members

Format: Print

Funding: $46,000.00

Materials/Availability:

Bibliography on Multicultural Education (no date). Available from (1) project: paperbound, 47 pp., $7.50; (2) ERIC: see Resources in Education for ED number and price.

NSBA Training Handbook on Multicultural Education (no date). Available from (1) project: paperbound, 26 pp., $7.50; (2) ERIC: see Resources in Education for ED number and price.

This project developed two publications and sponsored training workshops for school board members.

The NSBA Bibliography on Multicultural Education cites print and nonprint resources that can help school board members and administrators advance their intercultural understanding and racial harmony. Included are resources dealing with policy development, desegregation, race relations, human relations, values, and cross-cultural communication. One section cites materials that can be used both by teacher trainers and in actual classroom situations. Periodicals and journals, multimedia resources, and bilingual education/English-as-a-second-language materials are also included in the bibliography.

The NSBA Training Handbook on Multicultural Education contains background material and workshop exercises which can be used in multicultural training sessions for school board members. The handbook gives a brief history of cultural pluralism and multicultural education and contains workshop exercises for developing individual cultural awareness and cross-cultural communication. A plan of action for developing district sensitivity and background readings on school governance, cultural pluralism, and policy development for multicultural education are included. The handbook also contains current school board statements on multicultural education and tips for conducting an ethnic heritage workshop.

The project sponsored three multicultural workshops- one for suburban school board members, one for urban school board members, and one for Native American school board members. The first workshop was convened in Miami Beach, the second in Washington, and the third in Phoenix. In the workshops the school board members were involved in many activities that helped them go back to their school districts and implement multicultural program objectives. Workshop exercises helped the board members clarify their feelings on various ethnicities and exposed them to ethnic studies teacher training and classroom materials. The two publications developed by the project were used in the workshops.

12. CHINESE AMERICANS: OLD ROOTS, NEW SOIL, AND CHANGING WIND

Organization of Chinese Americans
2025 Eye Street, N.W., Room 926
Washington, D.C. 20006

Director:	Mary Lee Au
Ethnic Group:	Chinese Americans
Subject Area:	Social studies
Audience:	Student materials (9-16), adult/community education
Format:	Print
Funding:	$45,000.00

Materials/Availability:
Pictorial Book on the Chinese in America (no date).

Note: This project produced a pictorial book on the Chinese in America which was not available for analysis. All descriptive information was provided by the project. Contact the project for information about availability. Accompanied by a teacher's guide, the book is intended to be used by high school and college students and by the general public.

Florida

13. ETHNIC HERITAGE PROJECT MORIKAMI MUSEUM OF JAPANESE CULTURE

Palm Beach County Board of Commissioners
Parks and Recreation Department
2700 Sixth Avenue
Palm Beach, Florida 3[illegible]61

Director:	Larry Rosensweig
Ethnic Group:	Japanese Americans (Florida)
Subject Area:	Social studies
Audience:	Student materials (4), teacher resources (4)
Format:	Print and nonprint
Funding:	$13,851.00

Materials/Availability:
Yamato, Florida: A Colony of Japanese Farmers in Florida, paperbound

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booklet (1979). Not available.

The Morikami Museum, filmstrip/cassette, (1978). Not available.

This project developed a filmstrip for use with fourth-grade students on the Japanese Americans who settled in Florida. Through black and white photographs from the Morikami Museum collection, the filmstrip depicts the history of the Japanese Americans who settled in Yamato, Florida. According to the developers, the filmstrip can stand on its own, but will be more effective if integrated into an already existing ethnic studies or state history course.

An accompanying teacher resource guide contains background reading on Japanese Americans and suggestions for classroom activities. Some examples of the activities include having students learn some Japanese words, evaluate television depictions of Asians, write a diary covering one week in the year 1915 from the viewpoint of one of the children who live at Yamato, work out crossword puzzles, and grow pineapples, tomatoes, or other vegetables. The guide also contains brief biographical sketches of Japanese Americans, an interview with a Japanese American farmer who came to South Florida in 1906, and an annotated list of books and curriculum materials housed in the Morikami Museum.

14. PROJECT HAITIEN

School Board of Dade County
1410 N.E. Second Avenue
Miami, Florida 33132

Director:	Tee Greer, Jr.
Ethnic Group:	Haitian Americans
Subject Area:	Bilingual education (Haitian-Creole), social studies
Audience:	Student materials (3-6)
Format:	Print and nonprint
Funding:	$47,757.00

Materials/Availability:

Pouezi ak Istoua, student book, teacher's guide, workbook, and cassette.

Krik Krak, student book, teacher's guide, workbook, and cassette.

Ayiti Toma, vols. 1 and 2, student book, teacher's guide, workbook, and cassette.

Atis Yo, student book, teacher's guide, workbook, and cassette.

Chante Timoun, student book and cassette.

Peyi d- Ayiti, student book, teacher's guide, workbook, and cassette.

Available from project for cost of duplication; contact project for price information.

This project developed print and nonprint materials dealing with the history and culture of Haitian Americans for use in grades 3-6. All materials are in the Haitian-Creole language. Pouezi ak Istoua deals with the poems and history of Haiti. Using the Krik Krak materials, students learn about Haitian folk tales. Haitian culture is the topic of the volume entitled Ayiti Toma. Atis Yo deals with Haitian artists. Students learn children's songs with the Chante Timoun materials, and Peyi d-Ayiti deals with the geography of Haiti.

Hawaii

15. ASIAN-AMERICAN LITERATURE--RESOURCES AND TRAINING FOR MULTICULTURAL EDUCATION

Japanese American Research
Center
2454 South Beretania Street
Honolulu, Hawaii 96814

Director:	Dennis Ogawa
Ethnic Group:	Asian Americans
Subject Area:	Literature (Asian Americans)
Audience:	Teacher education, (7-12), teacher resources (7-12)
Format:	Print
Funding:	$41,600.00

Materials/Availability:

Asian American Literature of Hawaii: An Annotated Bibliography, by Arnold T. Hiura and Stephen H. Sumeda (1979). Available from (1) Talk Story, Inc., P.O. Box 146, Aiea, Hawaii 96701: paperbound, 210 pp., contact publisher for price information; (2) ERIC: ED 186 568, 211 pp., microfiche, $0.91; paper copy, $16.85.

Asian American Literature: Resources and Training for Multi-Cultural Education, Final Report (1979). Available from (1) project: looseleaf, contact project for price information; (2) ERIC: ED 189 210, 176 pp., microfiche, $0.91; paper copy, $13.55.

The major objective of this project was to train secondary school teachers and other ethnic studies personnel in Asian American literature in order to enhance their understanding of ethnic identity, interethnic communication and relations, and the process of American multiculturalism. To achieve this objective, an annotated bibliography was developed and a training program was conducted.

The bibliography, which cites the works of Japanese, Chinese, Korean, and Filipino authors, was designed to help ethnic studies personnel, especially secondary education teachers, become acquainted with the scope and breadth of Asian American literature. Only primary works written in English are included.

The bibliography is organized by three main sections: drama, fiction, and poetry. Arranged by author within each section, each entry has a full bibliographic citation and lists where materials can be located as well as providing a brief statement describing the overall subject and theme, literary style and form, and unique features of the work.

The second part of the project was the development and implementation of a training course for secondary teachers sponsored by the Department of American Studies at the University of Hawaii at Manoa. Topics taught in the course included interethnic communication, reading and writing local poetry, Hawaii's interethnic culture, the Asian American, language, alienation, using Asian American literature, the similarities and differences between cultures in Hawaii, art, and songs and dances.

16. ALOHA FOR THE LAND

University of Hawaii at Mano
Department of Psychology
2430 Campus Road
Manoa, Hawaii 96822

Director:	Walter Nunokawa
Ethnic Group:	Hawaiian Americans
Subject Area:	Social studies
Audience:	Student materials (7-16), adult/community education
Format:	Nonprint
Funding:	$45,000.00

Materials/Availability:

Love for the Land (no date). Available from project: 16mm film, $300.00.

This project developed a 16mm film which describes the culture and history of the Hawaiian ohana (family). It is intended for use with secondary and college students and with adult and community groups

A representative sample of Native Hawaiians were interviewed. The project had access to a library of films on Hawaiians. The project staff spliced in film footage which described the various dimensions of the ohana. Upon completion, the film was shown to a number of audiences, including school and university persons. The film was also shown on local television.

Note: The film was not available for preview. The descriptive information in this analysis was obtained from the project's final report.

Illinois

17. MODEL BUILDING WITH TWO ETHNIC GROUPS

Chicago State University
95th and King Drive
Chicago, Illinois 60628

Director: Irvin Roth

Ethnic Group: Black Americans, Polish Americans

Subject Area: All areas

Audience: Teacher education (K-8)

Format: No materials were developed

Funding: $45,000.00

This project offered inservice courses in Polish history and Black history for K-8 teachers in the Posen-Robbins School District. For approximately three hours a month for an eight-month period, teachers listened to lectures, read and discussed books, and learned about new classroom materials. Throughout the course, teachers were encouraged to work ethnic studies into their classrooms, which they did. Pre- and post-tests to measure the attitudes of the children taught showed very positive results. In addition, the reaction of parents and the community to the project was positive.

18. ETHNIC HERITAGE STUDIES PROJECT

West Harvey School District #147
155th Place and Hoyne Avenue
Harvey, Illinois 60426

Director: Dr. George Whitley

Ethnic Group: Multiethnic

Subject Area: Social studies

Audience: Teacher resources (K-2)

Format: Print

Funding: $43,000.00

Materials/Availability:

Curriculum Development Socal Studies, 3 vols. Available from project: looseleaf, limited number of copies available at $0.15 per page for reproduction.

This project developed ethnically oriented social studies units for use in grades K-2. All units were field tested. A training program was conducted for nine classroom teachers, three media center directors, and three library aides. The project also sponsored an ethnic heritage studies exhibit of visual and auditory resources about cultures around the world.

The lessons in the three guides are organized around such concepts as decision making, sensitivity, self-awareness, and interpersonal relationships. Students act out fairy tales, view filmstrips, play fact or fantasy group games, read and discuss stories, participate in pantomimes, and make illustrations. For each lesson, the following information is provided: concept to be taught, performance objectives, suggested learning activities, resource materials to use, and pre- and post-assessment techniques.

Indiana

19. TEACHER TRAINING IN ETHNIC LITERACY

Indiana Department of Public Instruction
229 Statehouse
Indianapolis, Indiana 46204

Director: Martha Mitchell

Ethnic Group: Multiethnic (with some emphasis on Indiana)

Subject Area: All areas

Audience: Teacher education (1-12), teacher resources (1-12)

Format: Print

Funding: $45,000.00

Materials/Availability:

A Comprehensive Bibliography of Selected Ethnic Groups, compiled by Martha Mitchell et al. (no date). Available from (1) project: looseleaf, contact project for price information; (2) ERIC SO 012 835; see Resources in Education for ED number and price. Allen County Directory of Multicultural Resources, by Michael Chiapetta et al. (no date), Delaware County Directory of Multicultural Resources, by Michael Chiapetta et al. (no date), Lake County Directory of Multicultural Resources, by Michael Chiapetta et al. (no date), Marion County Directory of Multicultural Resources, by Michael Chiapetta et al. (no date) Tippecanoe County Directory of Multicultural Resources, by Michael Chiapetta et al. (no date), Vanderburgh County Directory of Multicultural Resources, by Michael Chiapetta et al. (no date). Available from project: looseleaf, contact project for price information.

This project conducted five inservice teacher training workshops and compiled a bibliography of ethnic studies materials and several directories of multicultural resources. The inservice program was designed to focus on the integration of ethnic studies into the total curriculum and to emphasize the major ethnic groups who make up the population of Indiana. The workshops were held at universities located throughout the state of Indiana. Graduate college credit was an option of those who attended. Large group presentations were provided by experienced personnel on many topics, including historical facts, customs and mores of West Africa, strategies for infusing multicultural concepts into the basic curriculum, and the arts as they relate to the total curriculum from a pluralistic perspective. The Comprehensive Bibliography of Selected Ethnic Groups cites books treating the histories of American Indians, Puerto Rican Americans, Jewish Americans, Mexican Americans, Eskimos, Appalachian Americans, Black Americans, German Americans, and Japanese Americans. The directories of multicultural resources describe the activities, resources, and services of ethnic organizations in six counties in Indiana.

Louisiana

20. CURRICULUM MATERIALS AND METHODS DEVELOPMENT FOR CAJUN FRENCH IN LOUISIANA

University of Southwestern Louisiana
P.O. Box 43331
Lafayette, Louisiana 70504

Director:	R. David Berry
Ethnic Group:	French Americans (Louisiana)
Subject Area:	Foreign languages (Cajun)
Audience:	Student materials (7-16)
Format:	Print and nonprint
Funding:	$40,000.00

Materials/Availability:
In preparation.

Note: This project is still in progress. No completion date was estimated. The project will develop print and nonprint materials on the regional Louisiana French language known as Cajun. The materials will be designed for use at the college and secondary levels with students who have already acquired the fundamentals of formal French language.

Maryland

21. A MODEL FOR INCORPORATING COMMUNITY RESOURCES INTO ETHNIC HERITAGE STUDIES

Essex Community College
7201 Rossville
Baltimore, Maryland 21237

Director:	Thomas Juliano
Ethnic Group:	Multiethnic
Subject Area:	All areas
Audience:	Adult/community education, educators at all levels
Format:	Print

Funding: $15,000.00

Materials/Availability:

Ethnic Heritages and Horizons: An Expanding Awareness, by the Ethnic Affairs Committee of Baltimore County (1980). Available from ERIC: SO 013 087; see Resources in Education for ED number and price.

This project conducted a seminar and a workshop for community members and educators to increase the awareness of the need for social studies, to present procedures for using community resources, and to discuss guidelines for training teachers to incorporate ethnic studies into their curricula. The manual Ethnic Heritages and Horizons disseminates the results to community organizations and educational personnel in Maryland.

The papers delivered at the daylong seminar explored the rich ethnic resources of Baltimore and emphasized the need for incorporating ethnic studies into the curriculum. There were sessions on improving ethnic studies, oral history, ethnic genealogy, alternative teaching strategies, and preserving cultural heritage. Ethnic studies books, pamphlets, bibliographies, resource lists, and photographic displays were on exhibit. The first part of the manual is devoted to the proceedings of this seminar.

The second part of the manual contains a description of the one-day workshop program. In addition to slide/tape presentations ("Oral History in a Baltimore County Senior High School," "A Glimpse of an Indian Marriage," and "History of the Baltimore Finns"), speakers presented historical sketches of various ethnic groups in Maryland, among them the French, Greeks, and Ukrainians. One presentation gave step-by-step directions for developing an ethnic directory; another described how to conduct research in community history.

22. ETHNIC HERITAGE STUDIES PROGRAM OF ALLEGHENY COUNTY

Board of Education of Allegheny County
108 Washington Street
Cumberland, Maryland 21502

Director: Rebecca Millar

Ethnic Group: Multiethnic (with some emphasis on Maryland)

Subject Area: Social studies

Audience: Teacher resources (K-6)

Format: Print

Funding: $43,964.00

Materials/Availability:

Kindergarten: Home and Family (no date). ED 187 656, 58 pp., microfiche, $0.91, paper copy, $5.30.

Grade 1: School and Neighborhood (no date). ED 187 657, 106 pp., microfiche, $0.91; paper copy, $8.60.

Grade 2: Communities--People. Communities--Goods and Services (no date). ED 187 658, 88 pp, microfiche, $0.91; paper copy, $6.95.

Grade 3: Indians--Past and Present. Allegheny County--Past and Present (no date). ED 187 659, 103 pp, microfiche, $0.91; paper copy not available from EDRS.

Grade 4: Maryland--Geography. Maryland--History of the Colonial Period (no date). ED 187 660, 99 pp, microfiche, $0.91; paper copy, $6.95.

Grade 5: United States--Our Expanding Nation. United States--Interdependence of Regions (no date). ED 187 661, 93 pp, microfiche, $0.91; paper copy, $6.95.

Grade 6: Political Science. World Cultures--A Comparative Study (no date). ED 187 662, 101 pp, microfiche, $0.91; paper copy, $8.60.

Available from (1) project: contact project for price information; (2) ERIC: see ED numbers and prices above.

This project developed social studies curriculum guides for grades K-6. The guides were developed by teachers in curriculum workshops sponsored by the project. Ethnic heritage studies goals and activities are components of each guide. Also included are goals and activities dealing with family life, career, consumer, law, and environmental education.

The ethnic heritage activities included in the guides are many and varied. At the kindergarten level, members of different ethnic groups visit the class to talk about customs, way of life, costumes, food, games, and schools in the country of their ethnic heritage. In using School and Neighborhood, students interview neighbors about their ethnic heritage background and make lists of ethnic restaurants, churches, clubs, and businesses in their neighborhood. The Shawnee Indian tribes are studied in grade 3. Students construct a model Shawnee village, make medicine-man masks and costumes, have a Shawnee food-tasting party, and dramatize a conversation between a wereowance and a warrior concerning their next hunting trip. At the fourth-grade level students examine the customs and traditions of people in Maryland. They investigate the culture of the homeland of the original settlers of Maryland, list foreign words used in our language today, and dramatize episodes in the lives of persons who played roles in the history of Maryland. United States history is the topic of grade 5. The ethnic component of this guide involves students in writing a skit portraying an Indian council meeting, keeping diaries as if they were Mexican or American Indian children, and making models of objects important to the ethnic groups of the various areas. In sixth grade students define, discuss, and give examples of acts of discrimination, watch and analyze television programs in which characters are members of specific ethnic groups, and rewrite accounts of historic or current events from the point of view of a particular ethnic group.

Massachusetts

23. IDENTITY, ETHNICITY AND WORK

American Jewish Committee
72 Franklin
Boston, Massachusetts 02110

Director: Margaret Van Duyne

Ethnic Group: Multiethnic, Vietnamese Americans, Russian Americans

Subject Area: Resettlement problems of refugee families

Audience: Adult/community education, mental health counselors, school administrators

Format: Print and nonprint

Funding: $45,000.00

Materials/Availability:

Room for All (no date). Available from Communication Resources Center, 54 Balcom Road, Sudbury, Massachusetts 01776: 16mm color film, 23 minutes, $350.00.

"Room for All" Discussion Guide (1980).

Migration and Refugee Movements, by Laurie Covens (1980).

Refugee "System" in the United States, by Margaret Van Duyne (1980).

Immigrant Groups and Sponsors: Providers of Mutual Aid, by Margaret Van Duyne (1980).

Socio-Cultural History of the Vietnamese: Resource Guide (1980).

Available from Communication Resources Center, 54 Balcom Road, Sudbury, Massachusetts 01776: stapled, $2.50 each, $10.00 for all five.

This project produced a film which documents the problems encountered by refugee families as they leave their homelands, resettle in a new society, and enter the work force. To accompany the film, the project also developed a discussion guide and four units. The intended audience consists of community leaders, mental health counselors, school administrators, and adult and community education leaders.

The film Room for All shows the predicaments of two refugee families as they try to resettle in the United States: the Ta family of Vietnam and the Bonderman family of Russia. The Bonderman parents and Tai Ta encounter many obstacles in entering the work force in professional positions equivalent in responsibility and expertise to those they held in their homelands. The film was awarded the Golden Eagle award from the Council on International Nontheatrical Events for "its excellence to represent the United States of America in international motion picture events abroad."

The discussion guide which accompanies the film outlines the film's goals and provides suggestions for introducing the film, preparing different audiences for viewing, and asking questions to stimulate discussion. The guide also contains scripts of interviews with ethnic persons which enhance the points made in the film and further clarify the background, thoughts, and feelings of the family members.

Four study units accompany the film. Each contains background readings, a glossary of terms, and a list of discussion issues.

Note: The "Room for All" discussion guide was not available for analysis. Descriptive information was provided by the project.

24. ETHNIC HERITAGE STUDIES THROUGH THE CHURCH FOR BOSTON YOUTH

Education Development Center
55 Church Street
Newton, Massachusetts 02160

Director:	Robert Hayden
Ethnic Group:	Multiethnic (Massachusetts, with emphasis on Boston)
Subject Area:	Oral history, social studies
Audience:	Student materials (7-12)
Format:	Print and nonprint
Funding:	$45,000.00

Materials/Availability:

A Dialogue With the Past: Oral History Accounts of Boston's Ethnic Neighborhoods and People, paperbound booklet and videotape, edited by Robert C. Hayden (1979). Available from (booklet only) ERIC: SO 012 196, 49 pp.; see Resources in Education for ED number and price. Videotape not available.

This oral history project was designed and implemented by working with churches and other community-based organizations. The following project objectives were identified:

--"to enable teenagers in the city of Boston to learn about the nature of their ethnic group heritage.

--"to provide an opportunity for youth from different ethnic groups to share with each other their individual ethnicity.

--"to give youth an understanding and appreciation of their ethnic group's contribution to community development.

--"to develop a model for interethnic group learning and communication that can be replicated."

Irish American, Italian American, Black American, Puerto Rican American, Chinese American, and Jewish American teenagers in Boston interviewed local Boston residents about their ethnic heritage. The students also collected and studied old photographs and objects from their cultures and analyzed primary and secondary written materials. Slide shows were made from the photographic records. The visual and oral history materials were used to prepare a half-hour videotape, televised on Channel 4-WBZ in Boston, in which two teenagers from each ethnic group share their information and experiences from the project. The booklet A Dialogue With the Past contains transcripts of the oral history interviews and a concise description of each ethnic group's history in Boston.

25. CHINESE HERITAGE IN MULTICULTURAL EDUCATION

Greater Boston Chinese Cultural Association
P.O. Box 142
Newton Center, Massachusetts 02159

Director:	Charlotte Hsieh
Ethnic Group:	Chinese Americans

Subject Area: Social studies, art

Audience: Student materials (5-8)

Format: Print and nonprint

Funding: $45,971.00

Materials/Availability:

Echoes of China kits (1979): Jia, Chinese American Families, China and Her Land, Travels With Marco Polo: Life in 13th Century China, Fine and Folk Arts of China, Chinese Celebrations, Chinese Architecture, Chinese Games. Available from Boston Children's Museum, Museum Wharf, 300 Congress Street, Boston, Massachusetts 02210: kits containing student and teacher guides, artifacts, and audiovisual aids, $10.00 per week rental for each kit. Student and teacher guides may be purchased separately from Teresa Wang, 7 Young Street, Lexington, Massachusetts 02173: spiralbound, $55.00 for all 14 guides.

This project developed seven Chinese heritage curriculum kits, the Echoes of China series, for use with students in grades 5-8. All materials were field tested. Dissemination activities included sponsoring a workshop for teachers and administrators from public schools in the Greater Boston area.

Each of the kits consists of a student guide, a teacher's guide, artifacts, and audiovisual aids. The kits may be used consecutively or individually.

In Jia, students learn about the differences between and the similarities among Chinese American families. The students are divided into four groups, each representing a Chinese American family. Each "family" is involved in such activities as role playing and solving a family problem reading a make-believe relative's story and preparing a script for a scene in a historical play, and learning a special cultural activity--for example, making wonton. The purpose of China and Her Land is to introduce students to important aspects of Chinese geography. Students analyze maps and transparencies, listen to lectures, and study the six regions of China. The Travels With Marco Polo kit begins with "The Story of Marco Polo," which describes one of the first East/West cultural exchanges. By reading the story and viewing slides, students learn about travel, trade, and the relative levels of civilization in the 13th century.

With the Fine and Folk Arts of China kit, students view and discuss slide programs dealing with the development of Chinese writing and books, Chinese calligraphy, and Chinese painting and art. The developers hope that through this kit art will be integrated into the social studies curriculum. Chinese Celebrations uses slides, readings, calendars, and a "Sing Ming" day to teach students about Chinese festivals and family celebrations. The Chinese Architecture kit helps students understand the traditional principles governing Chinese architecture and learn how the family hierarchy and family values are reflected in the layout of Chinese houses. Included in the kit are models and color slides. Five popular games invented in China are introduced in the kit Chinese Games.

In addition to developing and disseminating curriculum materials, the project sponsored a number of activities, including a Chinese New Year exhibition at the Children's Museum of Boston, a Dragon Boat Festival on the banks of the Charles River, China Cultural Day at Decordova Museum in Lincoln, Massachusetts, a summer workshop at Decordova Museum, and lectures on Chinese calligraphy and architecture at Fischer Junior College in Boston.

26. FOCUS ON FAMILY

Hudson Public Schools
1555 Apsley Street
Hudson, Massachusetts 01749

Director: Isabella Hinds and Joseph Nicholson

Ethnic Group: Multiethnic

Subject Area: All areas

Audience: Adult/community education, teacher education, administrators, students (7-12)

Format: Print

Funding: $29,000.00

Materials/Availability:
Focus on Family: Hudson, Massachusetts, a Town and the People (no date). Not available.

This project was designed to help high school students, teachers, and administrators explore and share their roots. A ten-week inservice study/learning/training seminar was conducted which focused on the cultural values of the ethnic family and the dual issues of cultural assimilation and cultural diversity. The seminar also involved teachers and students in many activities, the results of which are described in the booklet Hudson, Massachusetts, a Town and the People. Included in the booklet are essays written by students as they trace their family histories, excerpts from a journal kept by a teacher on his work with his students as they staged a production based on their pasts, descriptions of family traditions, collages of family photographs, and an interview with a Hudson resident about how he used to hunt whales from the island of Pico in the Azores. The project also sponsored many activities which introduced all the students at Hudson High School to ethnic art, music, drama, and dance.

27. VOICES: TEACHER TRAINING IN PROCESSES OF ETHNIC DIVERSITY

Massachusetts Department of Education
51 Ringe Avenue Extension
Cambridge, Massachusetts 02140

Director: Ellen Sarkisian

Ethnic Group: Multiethnic

Subject Area: Oral history, all areas

Audience: Teacher education (K-16), adult/community education

Format: Print

Funding: $47,000.00

Materials/Availability:
Kaleidoscope 20: Oral History in the Classroom (no date). Available from ERIC: SO 013 019; see Resources in Education for ED number and price.

Project VOICES conducted 20 introductory training workshops for teachers in public and private schools, institutions of higher education, and community groups. The purpose of the workshops was to introduce participants to the possibilities of using oral history in the classroom or as part of a community project. Workshop participants were introduced to techniques of interviewing, ways of locating resources in their community, and methods of identifying their own cultural or ethnic biases. The participants were also given the opportunity to practice many of the skills involved in planning and conducting an oral history project. For those desiring more substantial growth and the opportunity to work in depth on the planning of an oral history project, the project offered a five-session, fifteen-hour course, "Oral History in the Classroom."

The project also developed a resource collection of ethnic and multicultural curriculum materials and bibliographies, examples of oral histories, and guides for conducting oral history projects. This collection is housed at the Greater Boston Regional Center of the State Department of Education and is available to school systems, community groups, and other interested people.

The project staff was also instrumental in bringing together several local agencies interested in working on special community oral history projects. One unanticipated accomplishment of the project was the formation of a network of people in Massachusetts who had been working independently on their own ethnic and cultural oral history projects, unaware of each other's existence.

28. WE LIVE HERE TOO

The New England Chapter of the
Kosciuszko Foundation
43 Linnaean Street, Apt. 35
Cambridge, Massachusetts 02138

Director: Frank Brodziak

Ethnic Group: Polish Americans

Subject Area: Social studies

Audience: Student materials (4-12), adult/community education

Format: Nonprint

Funding: $46,500.00

Materials/Availability:

American Polonaise (1980). Available from project: 16mm color film with teacher's guide; contact project for price information.

Photographic exhibit (no date). Available from project: 16" x 20" and 11" x 14" color enlargements mounted on hard cardboard; contact project for price information.

A color film on the contributions of Poles in America was produced by this project. The film can be used with students in grades 4-12 and with adult and community groups.

The film discusses the history and contributions of Polish Americans from the time the first Poles arrived in this country in 1608 until the end of the 19th century. The Poles built the first fresh-water wells in the United States and initiated the first industry in the New World when they built a glass-making factory. The film examines the accomplishments of many Polish persons, including the military engineer Kosciuszko, Brigadier General Pulaski, and the doctor Marie Zabizewska. The film is accompanied by a teacher's guide which contains questions and answers to stimulate classroom discussion.

The project also developed a photographic exhibit which contains 16" x 20" and 11" x 14" color photographs of Polish American persons and monuments.

Michigan

29. AWARENESS OF PEOPLE AND PLACES THROUGH LEARNING EXPERIENCE

Detroit Public Schools
5057 Woodward Avenue
Detroit, Michigan 48202

Director: Karen Todorov

Ethnic Group: Multiethnic

Subject Area: Art, social studies, language arts, mathematics, science, home economics

Audience: Teacher education (6-8), teacher resources (6-8)

Format: Print

Funding: $44,000.00

Materials/Availability:

APPLE: Awareness of People and Places Through Learning Experiences (no date). Not available.

To develop an awareness of the need for the incorporation of a multicultural and multiethnic philosophy in the schools and to provide a climate for its growth, this project undertook a number of activities.

A two-week teacher inservice was focused on goal setting and the development of ethnic awareness activities. Two after-school workshops were sponsored for students, parents, and teachers; the first workshop was focused on Mexico and the second on the Middle East.

In-school workshops, each involving from six to eight students, were also conducted. These workshops involved complex craft projects which could not be handled easily in a regular classroom setting. Activities included Chinese plate decorating, construction of Appalachian corn husk dolls, and Polish paper cutting. In another project, students made art projects which were displayed on a monthly basis in showcases throughout the school. They made paper-mache Egyptian mummies, paper sculpture African masks, Arabic mosaic crafts, and American Indian sand paintings.

School librarians were involved with a number of project activities. Book displays were prepared for various cultures, including Mexican Americans, American Indians, Arabic Americans, Chinese Americans, Black Americans, Appalachian Americans, and European Americans. Librarians also prepared materials which were distributed to the faculty and administration: multimedia bibliographies on the various cultures, a bibliography of ethnic fiction, a bibliography of ethnically related nonfiction books, and book reviews of ethnically oriented literature. The ethnic festival sponsored by the project featured puppet plays, Polish and Greek dances performed by the students, a professional Mexican dance group, a glee club, an Arab student dancer, and a Mexican student singer.

The resource guide developed by the project contains lesson plans and resource materials on ethnicity and specific ethnic groups for middle-school teachers. The ideas can be used in social studies, English, art, language arts, math, science, and home economics courses. The activities are many and varied and involve students in reading books, viewing films and filmstrips, classroom discussions, constructing posters that depict some of the characteristics of a particular ethnic group, making graphs that show the population growth and decline of ethnic groups in the Detroit area, and dramatizing a folk tale.

30. ETHNIC HERITAGE STUDIES PROJECT

Grand Rapids Junior College
143 Bostwick, N.E.
Grand Rapids, Michigan 49503

Director: Louis Murillo

Ethnic Group: Multiethnic, Polish Americans, Greek Americans, Vietnamese Americans, Latvian Americans, Italian Americans (Michigan, with emphasis on Grand Rapids)

Subject Area: Social studies

Audience: Teacher education (7-12), adult/community education, student resources (1-16)

Format: Print and nonprint

Funding: $47,000.00

Materials/Availability:

From Many Nations (1979). Available from Grand Rapids Public Library, 60 Library Street, N.E., Grand Rapids, Michigan 49503: pamphlet, 20 pages; contact project for price information.

A Nation of Immigrants videotape series: Past and Present, Grand Rapids Junior College, The Polish in Grand Rapids, The Vietnamese in Grand Rapids, The Latvian in Grand Rapids, The Greeks in Grand Rapids, and The Italians in Grand Rapids. Available from project: 3/4" videotapes, $35.00 each.

The videotape series can be used with secondary and college students and with adults. The first tape in the series discusses key socioeconomic and political implications of immigration and migration patterns of the various ethnic groups in the project. The second videotape focuses on the second- and third-generation implications of assimilation and cultural adaptation to the Grand Rapids community. In addition, tapes were produced for five ethnic groups: Polish Americans, Vietnamese Americans, Italian Americans, Greek Americans, and Latvian Americans. Each videotape contains historical background on the country of the origin of the ethnic group and interviews with members from Grand Rapids.

A second project activity was the development of a bibliography, From Many Nations, which describes the ethnic collection in the Grand Rapids Public Library. The project staff also designed a mobile exhibit unit, the "Heritagemobile," which makes ethnic artifacts available to elementary students through the Grand Rapids Public Museum; identified, collected, and cataloged ethnic books and artifacts; and established a Consortium Dissemination Center.

To acquaint educators and community persons with the materials and activities of the project, the staff sponsored a one-day ethnic studies conference, "A Look at Local Roots," which was attended by more than 100 teachers, college faculty members, curriculum specialists, and community persons.

31. PEOPLING OF MICHIGAN SERIES

Wayne State University
Center for Urban Studies
5229 Cass Avenue
Detroit, Michigan 48202

Director: Malvina Abonyi

Ethnic Group: Hungarian Americans, Mexican Americans, Ukrainian Americans (Michigan, Detroit)

Subject Area: Local history, social studies

Audience: Student materials (7-16), adult/community education

Format: Print

Funding: $26,662.00

Materials/Availability:

Hungarians of Detroit, by Malvina Hauk Abonyi and James A. Anderson (1977), accompanied by A Study Guide to Hungarians of Detroit. Available from project: paperbound, $4.50.

Mexicans of Detroit, by Marietta Lynn Baba and Malvina Hauk Abonyi (1979), accompanied by study guide (in preparation). Available from project: paperbound, $4.50.

Ukrainians of Detroit, by Marietta Lynn Baba and Malvina Hauk Abonyi (1979), accompanied by study guide (in preparation). Available from project: paperbound, $5.00.

This project developed the three booklets in the Peopling of Michigan series in an effort to provide concise and accurate information about Detroit's ethnic population. The booklets can be used in secondary or college-level ethnic studies courses or by the general public.

Each of the booklets discusses the geographical and historical background of the particular ethnic group's country of origin and examines the group's immigration patterns. Statistical information, including computer-drawn maps, about the group's national and local populaton trends, socioeconomic patterns, and settlements (with emphasis on the Detroit area) is included. Each group's life and customs today and the contributions it has made to the nation, as well as to Detroit, are described.

Each of the booklets will be accompanied by a study guide which contains a list of objectives that can be given to students before they read the booklet, questions that the teacher can use in classroom discussions, and answers to the questions. Two of the guides are still in preparation.

Minnesota

32. THE MINNESOTA CHIPPEWA TRIBAL GOVERNMENT CURRICULUM COURSE

Minnesota Chippewa Tribe
P.O. Box 217
Cass Lake, Minnesota 56633

Director: Bill Schaaf

Ethnic Group: American Indians (Chippewa, Minnesota)

Subject Area: Social studies, state history

Audience: Student materials (4-12)

Format: Print and nonprint

Funding: $47,000.00

Materials/Availability:

American Indian Adventures: Minnesota Chippewa Tribal Government, new ed., by Bill Schaaf et al. (1981), student text and teacher's guide (no date). Available from project: contact project for price information.

Filmstrip/cassette programs: Traditional Ways of the Chippewa, Legislation, and Minnesota Chippewa Tribal Government. Available from project: contact project for price information.

This project developed print and nonprint materials on the history, heritage, and legal status of the Chippewa Indians of Minnesota for use in grades 4-12. The developers hope that the course "will dispel many of the myths of the federal and legal status of Indian people, and provide a more harmonious relationship between Indian and non-Indian students in the public school system and between adults of the general public." The materials are intended for both Indian and non-Indian students.

The student text covers the events leading to the Indian Reorganization Act, but the major emphasis is on events subsequent to the act. The text comprises four parts. "Traditional Tribal Government" deals with the Chippewa people and their form of government prior to the European contact. The clan or totemic system of kinship is explored from its origin through the rights and responsibilities of each clan and clan member. "Chippewa Treaty Negotiations" is the study of the treaty era--what treaties mean to the Chippewa and what they meant to the federal government. In "Minnesota Chippewa Tribe Structure and Powers," students learn about the status of the Minnesota Chippewa tribe under the tribal constitution adopted under the provisions of the Indian Reorganization Act of 1934. The concluding section of the book, "Federal Legislation and Policy," introduces students to several major legislative acts which have affected the Minnesota Chippewa tribe. Students are involved in many activities, including drawing maps, researching and writing reports, constructing models of an American Indian village, listening to guest speakers, negotiating and constructing a treaty, and holding a mock meeting of a tribal executive committee. The teacher's guide contains goals, objectives, suggested classroom activities, written exercises for students, and tests.

The project also developed three filmstrips for use in the course. Traditional Ways deals with the traditional seasonal activities of the Chippewa tribe such as ricing and making maple sugar. Legislation deals with some of the major legislative acts which have affected the Chippewa. The third filmstrip, Minnesota Chippewa Tribal Government, deals with the role of tribal government in economic development, education, and other areas.

Note: The filmstrips were not available for analysis. All descriptive information was provided by the project.

33. A PROJECT TO DEVELOP INSTRUCTIONAL MATERIALS CONCERNING IMMIGRANT CONTRIBUTIONS TO THE MULTIETHNIC CULTURE OF NORTHWEST MINNESOTA

University of Minnesota
240 Bohannon
Duluth, Minnesota 55182

Director: Leonard O'Jala

Ethnic Group: Multiethnic (Minnesota)

Subject Area: State history

Audience: Student materials (5-9)

Format: Print

Funding: $42,000.00

Materials/Availability:

Iron Range Ethnic Heritage Studies Series, by the Iron Range Historical Society and the University of Minnesota, College of Education (no date): Teacher's Guide, Student Booklet, Geology and History, The Immigrants and the American Indians, The Immigrants, Cultural Aspects of the Various Ethnic Groups, and Early Life on the Range. Available from project: spiralbound, $1.00 each.

This project developed the Iron Range Heritage Studies Series of resource units which can be integrated into courses on Minnesota state history. The materials are intended to help students in grades 5-9 view historical and contemporary events from diverse ethnic perspectives and to help them be more receptive to and appreciative of a variety of cultures.

Each of the resource units or booklets contains background readings. Some booklets also contain questions to stimulate discussion and classroom activities. The activities involve students in making charts, keeping an immigrant diary, investigating the cultural contributions of the various ethnic groups, doing a family history, cooking ethnic foods, and taking field trips.

In the student booklet students read about and discuss the Ojibwa Indians, Iron Range culture, nativism, Americanization, cooperatives, and ethnic music. Students are introduced to the early history of the Iron Range Country in the Geology and History unit. They learn about remains of the past and develop historical and geological timelines. The Immigrants and the American Indians booklet discusses the life and culture of the American Indians with special emphasis on the Ojibwa tribes. In the unit on The Immigrants, students learn about the various ethnic groups in Minnesota--where they came from and why. They then go on to examine the Cultural Aspects of the Various Ethnic Groups, using the booklet by that title. Through the booklet Early Life on the Range, students learn about women on the range, farm life, and life in the early logging camps. The series also includes some black and white photographs and cassette tapes of ethnic music heard on the Iron Range.

Montana

34. FORT BELKNAP ETHNIC HERITAGE RETRIEVED PROJECT

Fort Belknap Community Council
Harlem, Montana 59526

Director:	Robert Swan
Ethnic Group:	American Indians (Gros Ventre and Assiniboine tribes)
Subject Area:	Social studies, bilingual education
Audience:	Student materials (7-12), adult/community education
Format:	Print and nonprint
Funding:	$30,000.00

Materials/Availability:

Coloring books: Assiniboine Language Coloring Book, illustrated by George Shields, Jr. (1979), Gros Ventre Language Coloring Book, illustrated by George Shields, Jr. (1979), and Assiniboine-Gros Ventre Heritage Coloring Book, illustrated by George Shields, Jr. (1979). Available from project: spiralbound; contact project for price information.

Story books: Nee Hot and the Bear Woman (15 pp.), by Vernie Perry (1979) and Nee Hot and the Mouse's Eyes, (11 pp.), by Vernie Perry (1979). Available from project: paperbound; contact project for price information.

Story cards: The Mouse and Her Children, by Deborah LaCounte (1979), The Buffalo and Its Uses, by Deborah LaCounte (1979), and The Quarrel Between the Prairie Chicken and the Jack Rabbit, by Jenny Gray (1979). Available from project: contact project for price information.

Slide/cassette programs: Fort Belknap: An Overview of the Gros Ventre and Assiniboine Tribes (30 min., color) and Fort Belknap Quill Works (50 min., color). Available from project: contact project for price information.

This project developed materials on the history, language, and culture of the Gros Ventre and Assiniboine tribes of the Fort Belknap Reservation. The materials are for use with students in grades K-12 and with adults. Because storytelling is an integral part of native American culture, the project also developed five read-aloud books and sets of story cards which can be used to help students in grades K-7 develop an appreciation of animals and relate in harmony with nature.

Two slide shows were also developed by the project. Fort Belknap: An Overview of the Gros Ventre and Assiniboine Tribes is a half-hour slide/cassette program which describes tribal government and provides a history of the land and people. The second slide/tape program is a 50-minute description of how to work with quills.

Nebraska

35. NEBRASKA NATIVE AMERICAN CURRICULUM TEACHER TRAINING INSTITUTE

University of Nebraska
1223 Oldfather Hall
Lincoln, Nebraska 68588

Director:	Paul Olson
Ethnic Group:	American Indians (Great Plains)
Subject Area:	All areas
Audience:	Teacher education (K-12), student materials (K-12)
Format:	Print and nonprint
Funding:	$47,000.00

Materials/Availability:

The Winnebago Language: A Unit for Pre-School/Head Start, by Annabess LaRose ($1.75). Contains many Winnebago stories; also suitable for elementary school.

The People of the Winnebago, the Lakota, the Santee, the Omaha: A Picture Packet of the People in the Four Major Tribes in Nebraska Today, by Janeth Wahl ($3.00). Pictures suitable for classroom display accompanied by descriptive text; slide presentation of the pictures is also available.

The Omaha Calendar, illustrated by Wallace Wade Miller ($0.80). Calendar depicting the months according to the Omaha people.

Primary-Level Materials

The Omaha People: A Primary Unit on the Omaha Family Structure and the Literature of the Culture, by Carmen Chestnut ($1.75). Designed for use with the language experience model of classroom teaching.

An Introduction to the Omaha Indian Tribe, by Beverly Way ($1.60). A unit for a third-grade social studies curriculum.

Omaha Literature, by Nancy Scholl ($1.70). A unit for a first/second-grade reading curriculum, with emphasis on symbolism.

Omaha Stories, by Edward May ($1.45). A unit designed for a follow-through kindergarten classroom, with learning center activities; focus is on storytelling and writing.

Pawnee Life, by Lois Nelson ($2.50). A unit on traditional Pawnee culture for a third-grade social studies curriculum.

The Oglala Sioux, by Reva High Horse and Amelia Lamont ($1.15). Some segments of this unit on culture and literature are designed for grades 4-6 only; the rest can be used by grades K-6.

The Life of the Omaha: Past and Present, by Peggy McCall ($1.10). A unit for second grade emphasizing ecology; includes outdoor activities.

Intermediate-Level Materials

The Oglala Sioux, by Karen Riedman ($2.50). A unit designed for use with the fifth-grade Holt Databank social studies curriculum lessons on discovery of America and the westward movement.

The Life of the Omaha People, by Carolyn Boyum and Patti Huff ($2.15). A multimedia unit for a fourth-grade social studies and reading curriculum.

The Life of the Pawnee People, by Patti Huff and Carolyn Boyum ($1.30). A social studies and reading unit for grades 4-6.

The Hollow of Echoes, by Kathleen Danker, Woesha Cloud North, and Rosemary Bergstrom ($1.15). A language arts and art unit based on the book The Hollow of Echoes.

The Lakota, by Bernice Cvrk ($2.15). A multimedia social studies unit which can be used with third- or fourth-grade Nebraska or regional history.

Junior High School Materials

The Holy Land of Nebraska: Pawnee Literature and Belief, by Patti Huff and Carolyn Boyum ($0.85). A short unit for a junior high literature course, emphasizing myth and symbol.

Pawnee Stories, by Robert Simpson ($0.60). A literature unit for slow learners.

The Pawnee Experience: From Center Village to Oklahoma, by Stan Troxel and Chris Salberg ($1.50). A unit for a course in regional history which also deals with the myths and social organization of the Pawnee people.

Pawnee Literature: Mirror of Pawnee Culture, by Lucille Barnes ($1.90). A multimedia literature unit with lessons on social organization and religion.

Teton Sioux Culture Through Literature, by Rosalie Petracek and Myrna Novak ($2.50). Intended to develop formal operational processes and language arts skills through independent and small group study of various aspects of Teton Sioux culture.

American Indian Stories, by Karen Hutt ($1.60). A unit for a highly structured seventh-grade language arts curriculum based on autobiographical stories by Gertrude Bonnin, a Sioux woman who lived at the turn of the century.

Sioux Literature, by Sharon Bowman ($2.00). Organized into subunits on oral literature, prose fiction and nonfiction, poetry, and drama for grades 7 and 8; 4-6 weeks.

The Santee Sioux, by Stan Troxel and Chris Salberg ($1.50). A social studies unit which traces Santee forced migrations to Nebraska; for use in Nebraska history classes.

The Winnebago Tribe and the Nebraska Landscape, by Mel Berka ($1.80). Deals with migrations, world view, social organization, and economy.

Senior High School Materials

Western Sioux Culture (five units), by Tom Barlow et al. ($3.50). A comprehensive senior high school social studies packet on the Lakota Sioux; designed to be taught as a course in Sioux culture, but can be used individually. The five units are Lakota Religion ($1.00), Lakota Government ($0.65), Lakota Economics ($0.50), Lakota Education ($0.60), Lakota Society ($1.00).

The 1868 Laramie Treaty: A Treaty Between Nations of the Sioux Confederacy and the United States, by Ross Tegeler ($1.30). A unit for a course in international relations, history, political science, or modern problems, dealing with the issues of sovereignty and treaty rights.

The Education of the Sioux, by Diana Stein ($1.55). A unit for a basic studies curriculum for grades 8-10 on the cultural history of the Lakota people.

Pan-Plains Culture Centering on the Omaha Tribe: A Comprehensive Senior High Unit on Pan-Plains Native American Culture, With Emphasis on the Omaha People: Native American Oral Tradition and Storytelling: Literature of the Omaha, by Elaine Warner ($1.20), Omaha Kinship and Political Systems, A Simulation Game, by Kathleen Corder ($1.80), Communication in Nebraska Indian Tribes, by Elizabeth daSilva ($1.30), and With the Coming Tide: A Unit on Value Change, by Mel Krutz ($2.50).

Omaha Leadership and Tribal Government: An Examination of a Tribal Charter, by Sandra Delano ($1.15). Can be generalized and used to examine the charter of any tribe.

The Winnebago Tribe: Early History, 1634-1832, by Delmar Free ($1.40).

Pawnee, Sioux, and Anglo Marriage Customs, by Mary Beth Lehmanowsky-Bakewell ($1.25). A human-relations course.

Native American Astronomy and Medicine Wheels of the Plains Indians, by Patrick Mallatt ($1.00). Emphasis on the Pawnee and their Southern Caddoan kindred; a two-to-four-week unit for junior high aerospace or senior high aeroscience classes or for independent study in an alternative school.

Crafts of the Plains Indians, by Patrick Mallatt ($1.70). Suitable for junior or senior high art, industrial arts, or crafts classes; two-six weeks or independent study.

Trickster Stories: a Cross-Cultural Literature Unit for Sophomore English Classes, by Karen Berman ($1.00). A ten-day unit, part of a longer unit on the short story, designed to fit into an adjusted curriculum for EMH students.

Art/Crafts Curriculum

Plains Indians Arts/Crafts for the Elementary School, by Carol Eng, Woesha Cloud North and Rosemary Bergstrom (in press). Focuses on the study of the winter count.

Plains Indians Arts/Crafts for the Secondary School, by Carol Eng, Woesha Cloud North, and Rosemary Bergstrom ($2.15). Emphasis on Teton Sioux symbolism and crafts.

Books (paperback)

O'po of the Omaha, by Patrick Haley ($3.00). Upper elementary school.

The Hollow of Echoes, by Felix White, Sr., and Kathleen Danker ($3.00). Winnebago novelette for elementary school.

The Book of the Omaha, by Paul Olson et al. ($4.00). A collection of Omaha literature for elementary, junior high, and senior high school, illustrated by Wallace Wade Miller, an Omaha-Seneca artist.

American Indian Stories, by Zitkala-Sa (Gertrude Bonnin) ($2.00). A thinly disguised autobiography of a Dakota Sioux woman, for use with the unit of the same name.

A Few Great Santee Stories, by Edna Peniska, Robert Frerichs, and Paul Olson ($3.00).

The Book of the Pawnee, by Patti Huff, Carolyn Boyum, and Paul Olson ($2.00). Pawnee literature for upper elementary or lower junior high school.

A Winnebago Primer (in preparation). A collection of Winnebago stories for young readers.

Videotapes (available as 3/4" cassettes or 1/2" reels for cost of tape, $20.00-$25.00 each)

Omaha Culture as Told by John Turner. Elementary and junior high versions.

Mr. Fool Bull Reminisces: Recollections of Sioux History and Culture, by an ancient herbal man.

Winnebago Culture as Told by Felix White. Elementary and junior high versions.

Pawnee Culture as Told by Garland Blaine. Elementary and junior high versions.

Santee Story-Telling and Culture as Told by Edna Peniska, Paul Robertson, and Irene Smith. Elementary and junior high versions.

Slide Presentations (available in carousel or box; price quoted is for carousel)

Traditional Pawnee Art, by Paul Olson ($20.00).

Pawnee Clothing Styles, by Paul Olson (in preparation).

Traditional and Modern Winnebago Art, by Woesha Cloud North ($22.00).

The Winnebago Reservation, by Woesha Cloud North and Delmar Free ($29.00).

Traditional Santee Art, by Schuyler Houser ($33.00).

The Santee Reservation, by John Shaw and James LaPointe ($29.00).

Omaha Art, Paintings of W. Wade Miller and Other Examples of Omaha Culture, by Wade Miller, Paul Olson, and Rosemary Bergstrom ($48.00).

The Omaha Tribe War Dance, 30 June 1979, by Mel Krutz ($15.00).

Traditional and Modern Sioux Art, by Paul Olson ($34.00).

The Pine Ridge and Rosebud Reservations, by James Gibson ($28.00).

The Sun Dance, by James Gibson ($12.00).

The Giveaway, by James Gibson ($8.00).

Resource Packets ($1.00 each): "The Pawnee People" (elementary school), "The Santee People" (junior high school), "The Winnebago People" (junior high school), "The Teton Sioux People" (junior high school), "The

Pawnee People" (junior high school), "The Oglala Sioux People" (senior high school), "Sioux Religion" (senior high school), and "Sioux Art" (K-12).

Available from Native American Institutes, Nebraska Curriculum Development Center, 32 Andrews Hall, University of Nebraska, Lincoln, Nebraska 68588 (see prices and descriptions above).

This project, which was also supported by a grant from the National Endowment for the Humanities, conducted a summer institute for elementary and secondary teachers from Nebraska, South Dakota, and Oklahoma. The participating teachers developed units of study dealing with the Great Plains Indians. Approximately one-third of the institute participants were American Indians.

During the first part of the institute teachers listened to lectures dealing with the Great Plains as an environment, the evolution of flora and fauna of the Great Plains, and the archeaological and oral history which tells us something about the development of the Plains Indians. The remainder of the lectures used an anthropological structuralist model to examine various aspects of Plains culture. A number of American Indian scholars and community people were invited to lecture on these topics.

In the afternoon practicum sessions, the teachers created or adapted units of study and media to teach about the Plains Indians. All participants prepared inservice plans to implement in their home districts.

Materials for use at all grade levels were developed in the practicums. For example, one science teacher developed materials on Pawnee astronomy and ethno-science (Native American Astronomy and Medicine Wheels of the Plains Indians). Another teacher who teaches international relations developed a unit which deals with a comparison between the Indian treaties within the United States and the more conventional international treaties that were undertaken by the United States (The 1868 Laramie Treaty: A Treaty Between Nations of the Sioux Confederacy and the United States). A third teacher developed a human-relations unit on patterns of marriage and the family among different American Indian groups with a view to overcoming ethnocentrism in that area (Pawnee, Sioux, and Anglo Marriage Customs). Most of the units are in the social science and literature areas. The units can be used with American Indian students or Anglo students.

Note: Only four units were made available for preview. All descriptive information was provided by the project.

Nevada

36. PAIUTE CULTURE: DEVELOPMENT AND DISSEMINATION

Walker River Paiute Education Committee
P.O. Box 190
Schurez, Nevada 89427

Director:	Norma Lessard
Ethnic Group:	American Indians (Paiute)
Subject Area:	Social studies
Audience:	Adult/community education, teacher resources (1-12), student materials (1-12), teacher education (1-12)
Format:	Print
Funding:	$47,000.00

Materials/Availablity:

Walker River Paiute Tribe Historical Calendar, 1979, by the Walker River Indian Agency. Available from project: $3.00.

Index to the Walker River Paiute Tribal Archives (1979). Available from project: stapled, 51 pp., free.

Resource Guide for Paiute and Other Native American Materials (1979). Available from project: stapled, 111 pp., free.

Walker River Paiute Tribe Agai Ticcutta: 1977 Summer Extension Program (no date). Available from project: paperbound, free.

Elementary Level Materials

Elementary History Set: Our People and Their History (no date). Set of black and white photographs with units of study printed on reverse sides of photographs. Available from project: free.

Origin of the Pinenuts and Other Stories: Stories from the Walker River Paiute Reservation (no date). Available from (1) project: stapled, 20 pp., free; (2) ERIC: ED 190 323, microfiche, $0.91; paper copy, $2.00.

Secondary Level Materials

A Sample Nine-Week Walker River Paiute History Unit: Grades 9-12 (1979). Available from project: stapled, 11 pp., free.

Native American Literature Course: A Nine-Week Unit: Grades 9-12 (no date). Available from project: stapled, 40 pp., free.

Today We Are Concerned About What You Will Be Tomorrow (no date). Available from project: stapled, 10 pp., free.

This project adapted and developed curriculum materials on the Paiute Indians for use in grades 1-12. A number of activities were also undertaken to help Indian educators and parents become familiar with these materials and use them in the classroom.

A number of publications were developed for general use. The Walker River Paiute Tribe Historical Calendar notes important tribal happenings and events. The Index to the Walker River Paiute Tribal Archives provides students, teachers, and others interested in Walker River Tribal history with access to the library collection. Books, media, maps, and other resources treating American Indians and Paiutes in particular are annotated in A Resource Guide for Paiute and Other Native American Materials. The project also used Title IX funds to print a booklet, Walker River Paiute Tribe Agai Ticcutta, which contains photographic coverage of the 1977 Summer Extension Program, which involved elementary-grade students of the Walker River Paiute Tribe of Schurez, Nevada.

Two publications were developed for use with elementary and middle school students. The Elementary History Set contains 12 black-and-white photographs which depict the history and culture of the Walker River Paiute Tribe. Descriptions of each photograph, questions for classroom discussion, and short reading selections are provided. Students are also involved in such special projects as holding a mock tribal council meeting, doing library research, and listening to guest speakers. The Origin of the Pinenuts contains four stories as told by the tribal elders. It is recommended that teachers read these stories out loud to students.

For use at the secondary level, three publications were developed. Lesson plans on the history of the Walker River Paiute tribe for use in grades 9-12 are included in A Sample Nine-Week Walker River Paiute History Unit. The lesson plans serve as a teacher's guide for and utilize materials from the textbook Walker River Paiutes: A Tribal History, by Edward C. Johnson. Students view films, take field trips, and are involved with classroom readings and discussions. Students learn about American Indian literature through a nine-week course described in the publication Native American Literature Course, A Nine-Week Unit: Grades 9-12. Students participate in class discussions, work independently in the library, write compositions, and prepare an independent evaluation of a literary work or a historical event. As an aid to secondary students as they move from eighth grade into high school, the project developed the booklet Today We Are Concerned About What You Will Be Tomorrow. The booklet explains to students and parents what to expect at the high school level. The project also made available on loan to educators a number of previously produced

Walker River slide/sound programs on handgame, duck decoy, historical sites, foods, beadwork, and basket making, along with other topics.

In addition to developing publications, the project conducted a "You and Indian Education" workshop for school officials, parents, and students. The objectives of the workshop were to promote cultural revitalization of the Indian community, to encourage development of Indian studies programs, and to spotlight significant rural Indian educational problems, and, through group interaction, reach possible solutions to these problems.

New Jersey

37. CHINESE-AMERICAN ETHNIC HERITAGE

Association of Chinese Schools
11 Bel Air Road
Marlboro, New Jersey

Director: Pei Chi Chou

Ethnic Group: Chinese Americans

Subject Area: Foreign languages (Chinese)

Audience: Teacher resources (K-12)

Format: Print

Funding: $14,500.00

Materials/Availability:

Association of Chinese Schools (ACS) Newsletter (four issues: November 1978, February 1979, May 1979, and August 1979). Available from project: contact project for price information.

This project published four issues of a newsletter designed "to provide a medium of communication for the member schools of ACS." The first issue contained a questionnaire asking teachers about their schools' activities, concerns, and experiences related to Chinese culture. Subsequent issues reported the results.

One of the major concerns of Chinese teachers and administrators is where to get information on available curriculum materials and how to evaluate them. Many teachers in Chinese schools have compiled and field tested their own teaching materials. Some of these texts for Chinese language instruction have been published. The project collected these texts and included a list of them in the newsletter. Other items included in the newsletter were a survey of resource centers for Chinese studies, a list of Chinese language schools in the United States, and descriptions of these various language schools and reviews of their teaching methods.

New Mexico

38. SOUTHWESTERN MULTICULTURAL JOURNAL AND SUPPLEMENTS

La Confluencia
P.O. Box 409
Albuquerque, New Mexico 87103

Director: Patricia D'Andrea

Ethnic Group: Multiethnic (United States/Southwest), American Indians (Southwest), Mexican Americans (Southwest)

Subject Area: Social studies

Audience: Student materials (1-16)

Format: Print

Funding: $28,590.00

Materials/Availability:

Three issues of La Confluencia: A Magazine for the Southwest: "Revolutions, Frontiers and Other Histories" (vol. 2, no. 4), "Land and Water" (vol. 3, no. 1), and "Migrations and Memories" (vol. 3, no. 2). Available from project: paperbound, $4.00 for all three issues.

Niki/Nostros/Ourselves I (no date). For elementary students. Available from project: contact project for price information.

Niki/Nostros/Ourselves II (no date). For secondary students. Available from project: contact project for price information.

This project developed three issues for the magazine La Confluencia: A Magazine for the Southwest and two anthologies.

The three issues of La Confluencia contain articles, essays, fiction, poetry, case studies, book reviews, program notes, and descriptions dealing with the culture of the Southwest.

The anthologies contain student writings, drawings, poetry, short fiction, and art. The emphasis of the student writings is on Southwestern influences.

Note: The anthologies were not available for analysis. Descriptive information was provided by the project.

New York

39. MULTIETHNIC HERITAGE LEARNING DIRECTIONS PROJECT (MEHLD)

Board of Education of New York City
Community School District #22
Office of District Superintendent
2525 Haring
Brooklyn, New York 11235

Director:	Fred Zahn
Ethnic Group:	Black Americans, Chinese Americans, Greek Americans, Irish Americans, Italian Americans, Jewish Americans, Polish Americans, Puerto Rican Americans
Subject Area:	Social studies
Audience:	Teacher resources (1-12)
Format:	Print
Funding:	$45,000.00

Materials/Availability:

Ethnic Studies Project: Multiethnic Heritage Learning Directions, by Ralph T. Brande and Allen S. Argoff (1979). Available from (1) project: paperbound, 149 pp., limited number available free; (2) ERIC: ED 186 345, 155 pp., microfiche, $0.91; paper copy, $11.90.

This project conducted teacher training workshops and developed a teacher resource book. The project staff believed that by learning about different people, their history, and their values, teachers and students would become more sensitive toward other peoples and cultures.

The project began with a two-week training session prior to the start of the school year in which teachers and supervisors studied the various cultures drawn from the student populations in their schools. Each workshop session began with an outside speaker from each of the ethnic groups. A film was then viewed and a discussion followed. All of the workshop participants were asked to prepare plans for ethnic studies lessons to use in the classroom. In September the group was reassembled to submit the lesson plans and to participate in a demonstration lesson given by an expert in using folklore to teach ethnic studies. Parents, supervisors, teachers, and students attended another session in November, chaired by the Anti-Defamation League of B'nai B'rith, entitled "Stereotyping and Prejudice: How Can They Be Overcome." A final workshop gave teachers the opportunity to share their experiences regarding the ethnic studies lessons they had implemented and to consider practical suggestions for overcoming problems.

The resource guide that was developed for elementary and secondary teachers consists of two major sections. The first section contains background reading for teachers on each of the ethnic groups and includes bibliographies of additional print and nonprint materials. Part 2 of the guide contains generalized lesson approaches to the various ethnic groups; these were adapted from the lesson plans submitted by teachers who attended the project workshops. Suggestions for classroom activities are included.

40. MULTIETHNIC RESOURCES CENTER

Board of Education District
#29 Queens
221-10 Jamaica Avenue
Queens Village, New York 11428

Director:	Murray Hoffman
Ethnic Group:	Multiethnic
Subject Area:	Social studies
Audience:	Teacher education (1-6), student materials (3-5)
Format:	Print
Funding:	$15,000.00

Materials/Availability:
Three elementary units: Proverbs Around the World, Animal Poetry Around the World, and Games Around the World (no date). Available from project: contact project for price information.

This project conducted teacher training workshops, developed publications, and established an ethnic studies resource center for teachers. Elementary teachers from the school district attended the ethnic studies workshops. The materials developed are for use with students in grades 3-5.

Note: The materials from this project were not available for analysis. All information was provided by the project.

41. I AM SOMEBODY

Greenburg Central School District
475 W. Hartsdale Avenue
Hartsdale, New York 10530

Director:	Lorraine Gray
Ethnic Group:	Multiethnic
Subject Area:	Social studies, language arts
Audience:	Teacher resources (8)
Format:	Print
Funding:	$39,000.00

Materials/Availability:
I Am Somebody (1979). Available from project: paperbound, 189 pp., limited number available free.

An interdisciplinary English/social studies course to help eighth-grade students learn about and share their ethnic, religious, and racial heritages was implemented by this project. The curriculum guide, I Am Somebody, outlines the course.

The approach of the course is "to teach concepts and skills through experience and to provide constant reinforcement and expansion of previous learning throughout the year." Many of the course activities require students to research their names and family histories, interview adults, make genealogy charts, and study the heritages of other cultures. On the birthday of Martin Luther King, Jr., students viewed a film of his life in social studies classes. On that same day the English classes viewed Head and Heart, an autobiographical film by the Black artist Tom Feelings, who talked about his dreams and realizations and the relationship of the Black experience to his art. Students took many field trips. For example, after they had studied the Reconstruction period in social studies and discussed preconceived notions about Harlem in their English classes, the students took a field trip to Harlem. The students were then required to write personal reactions to the trip and to answer questions about Harlem. Another project activity was a student-developed newsletter which was published throughout the year. The newsletter contained book reviews, excerpts of student writings, poetry, research, and interviews.

42. WOMEN AS COMMUNITY LEADERS

National Congress of Neighborhood Women
1129 Catherine Street
Brooklyn, New York 11211

Director:	Christene Noschese
Ethnic Group:	Multiethnic
Subject Area:	Women's studies, social studies,

social sciences

Audience: Student materials (9-16), adult/community education

Format: Nonprint

Funding: $47,996.00

Materials/Availability:
Film (in preparation; expected date of publication is January 1982).

This project undertook the preliminary work for the development of a 16mm film on ethnic women as community leaders. Fifty women from three different ethnic groups in the community of Williamsburg, Brooklyn, New York, were interviewed about their involvement as leaders in local civic and community organizations. The ethnic groups represented were Slavic Americans, Italian Americans, and Black Americans. The interviews with eight of the women were filmed. In addition, various community events in which the women participated were also filmed. These events included a Slavic American fund raiser for an organization called People's Fire House, a 100-year-old Italian American First Day Procession, and a community rally in support of local police. The film is still in preparation. A project entitled "Metropolitan Avenue Film Project: Community Women in a Changing Urban Neighborhood" (208 West 13th Street, New York, New York 10011) has received funds from the National Endowment for the Humanities for its completion.

43. THE MULTI-ETHNIC IMPACT THROUGH FILMSTRIPS SHOWING DIFFERENT ASPECTS OF GREEK CULTURE

National Greek T.V. Educational Corporation
7002 Avenue U
Brooklyn, New York 11234

Director: Demetris Kastanas

Ethnic Group: Greek Americans

Subject Area: Social studies

Audience: Student materials (K-12)

Format: Nonprint

Funding: $47,000.00

Materials/Availability:
Series of filmstrips. Not available.

This project proposed to develop a series of filmstrips for use by teachers in elementary and secondary classrooms. The filmstrips feature Greek dance, drama, architecture, musical instruments, and outstanding persons. Each filmstrip was to be accompanied by a booklet.

Note: The filmstrips were not available for preview. All information provided in this analysis was obtained from the project proposal.

44. POLISH AND POLISH AMERICAN ETHNIC HERITAGE STUDIES PROGRAM

Polish Community Center of Buffalo, Inc.
1081 Broadway
Buffalo, New York 14212

Director: Joanne Posluszny

Ethnic Group: Polish Americans (New York, Buffalo)

Subject Area: Social studies, humanities, foreign languages

Audience: Teacher education (1-12), teacher resources (1-12)

Format: Print and nonprint

Funding: $44,922.00

Materials/Availability:
Slide programs/lectures: The Birth of Polonia: A History of the Polish Community of Buffalo, New York, A History of Poland, The Polish-American Working Man, Folk Art and Customs of Poland, The Arts In Poland, The Music of Poland, Great Minds of Poland, Prominent Polish Americans. Available from project: contact project for price information.

This project developed curriculum materials on Polish Americans for use with elementary and secondary students, conducted a graduate seminar in curriculum planning for teachers at the University of Buffalo, and established a resource center.

The curriculum developed consisted of a series of lectures illustrated with slides. All materials were field tested in the schools. Both students and teachers responded enthusiastically to the presentation.

Twenty social-science, humanities, and foreign-language teachers attended the graduate course on curriculum planning. Topics discussed included the causes of immigration to America, establishment of Polish-American communities and their institutions, the question of acculturation, and the contributions of Polish Americans to U.S. history. All teacher participants were required to submit a written curriculum plan as part of the course work.

The resource center established by the project at the Polish Community Center in Buffalo contains books on Polish and Polish-American subjects, costumes and examples of Polish folk art, archival materials, oral histories, and graduate theses.

Note: The slide/lecture programs were not available for analysis. All descriptive information was obtained from the project's final report.

45. FOLKLORE AND POPULAR CULTURE OF ETHNIC GROUPS WESTERN NEW YORK IN PUBLIC SCHOOL EDUCATION

State University College of Fredonia
Department of English
Fredonia, New York 14063

Director:	Ron Ambrosetti
Ethnic Group:	Puerto Rican Americans, Black Americans, Polish Americans, Italian Americans
Subject Area:	Social studies
Audience:	Teacher resources (K-16), adult/community education, student materials (7-16)
Format:	Print and nonprint
Funding:	$46,970.00

Materials/Availability:

Lesson Plans: A Collection of Teaching Outlines for Ethnic Studies, Folklore and Popular Culture in the School Curriculum, Grades K-16 (1978-1979). Available from project: paperbound, 87 pp.; contact project for price information.

Community Resource Booklet (no date). Available from project: contact project for price information.

Dunkirk Ethnic Traditions (no date). Videotape. Available from project: on loan.

This project investigated the ethnic cultures and communities of the Puerto Ricans, Blacks, Poles, and Italians of Dunkirk, New York. A resource booklet, lesson plans, and a videotape were developed. The project also compiled a folklore archive. Students and faculty of the local public schools and the state university were involved in the project.

The Lesson Plans booklet contains units of study on a variety of topics for use in grades K-16. Topics include ethnic music, food, holidays, art, proverbs, folk cures, roots, immigration, and world cultures. Student activities include learning to play musical instruments, cooking food, viewing filmstrips, reading and discussing books, listening to guest speakers, and participating in discussions. Each unit consists of objectives, suggestions for classroom activities, and a bibliography of student and teacher resources.

The videotape explains customs and traditions of four ethnic groups in Dunkirk: Puerto Rican Festival of the Three Kings, the Sicilian celebration of St. Joseph's Day, Polish Easter services, and the Black custom of getting together on Sunday afternoon to play music.

Note: The resource booklet was not available for analysis.

North Carolina

46. APPALACHIAN STUDIES: A COMPARATIVE CULTURES APPROACH

Warren Wilson College
Swannanoa, North Carolina 28778

Director:	Barbara Young
Ethnic Group:	Appalachian Americans
Subject Area:	Social studies
Audience:	Teacher education (1-6), student resources (1-6)
Format:	Print and nonprint
Funding:	$43,000.00

Materials/Availability:

Multimedia kits containing taped interviews, photographs, slides, maps, artifacts, bibliographies, and study guides (no date): Churn and Butter, Weaving: An Introduction, Experience in Family History, Candle Dipping and Molding, Seeds for Art, Old Fashion School Days, Frontier Food Preservation, Shaped Notes, Doing It the Hard Way, Washing Clothes and Making Soap, Simple Recipes of Appalachia, Uses of Apples, Natural Dyes and Dyeing, Lumbering (outline only), Dolls, Herbs, and Appalachian Simulation: Teaching Unit (outline form). Available from Terri Godfrey, Warren Wilson College, Swannanoa, North Carolina 28778: contact project for price information.

This project's emphasis was on preservice and inservice training. There were four major objectives: to strengthen the college's intercultural studies curriculum, to design and demonstrate teaching units, to encourage local teachers to design activities for themselves, and to involve undergraduate students in program development. To meet these objectives, four new college courses were designed and implemented in the intercultural studies curriculum. Students learned about oral history, ethnic music, and other ethnic topics. Course evaluations were positive.

A major part of the project was the development of Appalachian Studies kits, containing taped interviews, photographs, slides, maps, artifacts, bibliographies, and study guides, intended for use with students in grades 1-6. The project also sponsored summer workshops for teachers who were concerned with improving their approaches to ethnic heritage studies. Teacher participants developed the study guides which are included in the kits.

Note: These kits were not available for analysis. All descriptive information provided here was obtained from the project's final report.

Ohio

47. THE BLACK ETHNIC HERITAGE AND ITS DISSEMINATION THROUGH THE MEDIA

American Forum for International Study
14311 South Woodland Road
Shaker Heights, Ohio 44120

Director:	Melvin Drimmer
Ethnic Group:	Black Americans
Subject Area:	Social sciences
Audience:	Student materials (13-16)
Format:	Nonprint
Funding:	$46,000.00

Materials/Availability:

The Black Heritage Series, 40 one-hour color videotapes: The African Origins of Man, by Donald Johanson; Egypt and Ethiopia, The Cradles of African Civilizations, by Joseph Harris; The Peoples, Societies, and Cultures of East Africa, by Joseph Harris; West Africa: Kingdoms of the Old Sudan, by Elliot P. Skinner; The Culture of Africa: The Heritage of Traditional Literature, by Cosmo Pieterse; The Culture of Africa: Music and Dance in African Culture, by Michael Olatunji; Traditional African Religions and Values, by Leonard E.

Barrett; Christianity in Africa, by Leonard E. Barrett; The Social and Political Systems of West Africa, by Elliot P. Skinner; Slavery and the Slave Trade in Africa, by Melvin Drimmer; African Religions and Survivals in the Americas, by Leonard E. Barrett; Revolts and Revolution Among New World Africans, by Melvin Drimmer; Blacks in Latin America, by Donald Ramos; Slavery in the United States, by Edgar A. Toppin; The Development of Black Life, Institutions, and Ideology Prior to the Civil War, by Benjamin Quarles; Blacks in the Civil War, by Benjamin Quarles; Reconstruction, by Edgar A. Toppin; Back to Africa Movements: From Sierra Leone and Liberia to Garvey, by Martin Kilson; The Age of Booker T. Washington, by Edgar A. Toppin; W.E.B. DuBois, by Robert Brisbane; Black Nationalism in Black Life and Thought, 1890s to the 1920s, by Harold Cruse; Black Americans in the New Deal and World War II, by Robert Brisbane; The Supreme Court and the Rights of Black Americans, 1865-1954, by Herbert Hill; The Supreme Court and the Rights of Black Americans, 1954-1970s, by Herbert Hill; Black Labor, 1865 to the Present, by Herbert Hill; Black Religion in Historical Perspective, by Eric Lincoln; Martin Luther King and the Civil Rights Movement, by C. Eric Lincoln; Malcolm X in the Perspective of Black History and Religion, by C. Eric Lincoln; The Civil Rights Movement After Martin Luther King, by Martin Kilson; The Black Family in Perspective, by Butler A. Jones; The Black Community, From Plantation to Ghetto, by Butler A. Jones; Black Images in the Mass Media: Movies, Radio, Popular Arts, by Al-Tony Gilmore; The Vision of Black Writers from 1865 to 1930s, by J. Saunders Redding; The Musical Heritage of Black America, From Beginnings to the 1890s, by Curtis Wilson; The Musical Heritage of Black America, From the 1890s to the Present, by Curtis Wilson; The Hero in Black American History, by Al-Tony Gilmore; The Historiography of the Black American Experience, by Al-Tony Gilmore. Available from project: contact project for price information.

This project developed a series of 40 videotapes, the Black Heritage Series. Intended for use with college students, the series consists of scholars discussing the history and culture of Black Americans. A wide variety of topics are discussed, including early African civilization, the peoples and cultures of East Africa and West Africa, African religions and values, slavery, Blacks in Latin America, the Reconstruction, the Black family, Black writers, and Black American history.

Note: Only four videotapes from the series were available for analysis.

48. THE ETHNIC HERITAGE CLUSTER PROGRAM

Bowling Green State University
Department of Ethnic Studies
Bowling Green, Ohio 43403

Director:	Robert Perry
Ethnic Group:	Multiethnic
Subject Area:	All areas
Audience:	Teacher education (K-16), adult/community groups, students
Format:	No materials were developed
Funding:	$37,000.00

Materials/Availability:
No materials were developed by this project.

The primary focus of this project was to train educators and others interested in working with ethnic groups to function more effectively in a multiethnic environment. Two five-week ethnic studies courses were conducted at Bowling Green State University.

The first five-week course was designed specifically for individuals working in areas related to the delivery of human services. Persons from the following areas participated: personnel management, administration, social services, social work, welfare agencies, children's programs, adult education, and students preparing to enter the field of social work. The main textbook used in this course was Human Nature, Class and Ethnicity, by M.M. Gordon. Students participated in a values-clarification module which introduced them to values usually associated with various ethnic groups. Lectures were followed by question/answer periods. Lecture topics included "Black History," "Sociological and Anthropological Methods," "Sociological Aspects of Polish Americans," and "Sociological Aspects of Afro-Americans." The class also took two field trips: the first one to the Polish Museum and Cultural Center at St. Mary's College in Orchard Lake, Michigan; the second one to the Gallery of Afro-American Art in Detroit.

The second five-week course was held for teachers from various schools in the area. The primary focus was on teaching strategies and techniques at the primary, secondary, and college levels. The main textbook was Teaching Strategies for Ethnic Studies, by James A. Banks. Teachers played the "Necklace Game," which points out the tendencies towards stereotyping and at the same time emphasizes the possibilities of common values. Teachers also learned about the cultural contributions of Black Americans, Polish Americans, and Mexican Americans.

49. TEACHER PREPARATION FOR HUNGARIAN, GREEK, AND POLISH STUDIES

University of Toledo
College of Education
2801 West Bancroft Street
Toledo, Ohio 43606

Director: H. Wells Singleton

Ethnic Group: Greek Americans, Polish Americans, Hungarian Americans

Subject Area: Social studies

Audience: Teacher education (7-12)

Format Print

Funding: $44,961.00

Materials/Availability:

Teacher Preparation for Hungarian, Greek, and Polish Studies: Final Report, by H. Wells Singleton (1979). Available from project: paperbound, $12.50.

This project trained junior high school and high school teachers in metropolitan Toledo to teach about Greek, Hungarian, and Polish heritage to the students in their classes. The model, which is contained in the final report, is intended "to provide an excellent example for the development of other ethnic studies teacher education programs."

Teachers were exposed to one or more aspects of the three cultures through a series of workshops held each week for a total of 15 sessions. Lectures were conducted by scholars. Individual community leaders also conducted presentations on the various political/sociological aspects of each of the cultural groups. Participants were also involved in at least one tour of each of the sections of the city associated with each of the cultural groups. Tours were conducted by community leaders. Position papers dealing with curriculum development were delivered and discussed at the workshops. The position papers are included in the appendices of the final report.

Workshop participants were required to develop a classroom unit of study on one of the three ethnic groups. Each teaching unit was implemented in at least one school. Teachers used the materials with students in classrooms and, on the basis of feedback received, revised the materials. The teaching units are also included in the appendices of the final report.

In one unit students interview residents of Toledo who were born in Poland, Greece, or Hungary. In other lessons students prepare ethnic goods, learn folk songs, analyze population statistics, do library research, investigate ethnic neighborhoods, and study and discuss literary works.

Oklahoma

50. DEVELOPMENT OF NATIVE AMERICAN STUDIES AT BACONE COLLEGE, AN AMERICAN INSTITUTION

Bacone College
Muskogee, Oklahoma 74401

Director: Charles D. Van Tuyl

Ethnic Group: American Indians (Oklahoma and United States/Southwest)

Subject Area: Social sciences

Audience: Teacher resources (13-16)

Format: Print

Funding: $14,000.00

Materials/Availability:
The Native Americans of Eastern Oklahoma and Their Antecedents in the Southeast and *The Native Americans of the Southwest* (no date). Available from project: stapled, 18 pp.; free.

This project developed two outlines for American Indian studies courses taught at Bacone College.

The major focus of the 16-week course on "The Native Americans of Eastern Oklahoma and Their Antecedents in the Southeast" is "a study of the cultures of the Southeastern Indian populations who were removed to eastern Oklahoma and of the cultural changes that have occurred as a result of their geographical displacement and as a result of contact with one another and Euro-Americans." The syllabus developed by the project lists the four major texts used in the course and the reading assignments.

The course on "The Native Americans of the Southwest" is a "study of the culture of the Southwestern Indian populations." The emphasis is on cultural similarities and differences between ethnic groups. The course outline lists suggested readings for the instructor and for students' independent study projects.

Oregon

51. EXPLORING THE CULTURAL HERITAGE OF OREGON (ECHO)

Portland State University
Box 751
Portland, Oregon 97207

Director: Ralph Nelsen

Ethnic Group: Multiethnic (Oregon)

Subject Area: Social studies

Audience: Student materials (13-16), teacher education (K-12), teacher resources (7-16)

Format: Print

Funding: $42,000.00

Materials/Availability:
History 410: Exploring the Cultural Heritage of Oregon, by Ralph T. Nelson et al. (no date). Available from project: looseleaf, 117 pp.; free.

This project conducted two courses of study for college students and teachers on the history and culture of ethnic groups in the Pacific Northwest, with emphasis on Oregon. A course syllabus was also developed.

Thirty-six undergraduate students from Portland State University enrolled in the first course. Twenty-eight elementary and secondary social studies teachers and social studies chairpersons or supervisors participated in the second course. Many class sessions featured short talks and presentations by persons from local cultural and ethnic organizations. Students conducted research and worked with members of various ethnic groups to study the effects that the groups have had on Oregon's cultural development. Participants in the course learned oral history techniques and research methods and examined public and family records, church records, business records, and school/library holdings. Methods for teaching K-12 ethnic studies were examined.

The course syllabus that was developed as a result of the project contains a description of the course for undergraduate students along with several appendices which list ethnic/cultural organizations in the area and contain examples of student projects. The project's final report notes that the syllabus is currently being used by two local high schools because "teachers found it to be completely adaptable to precollege students."

Pennsylvania

52. TRACING INDIVIDUAL ETHNIC SOURCES (TIES)

Allegheny Intermediate Unit
Suite 1300, Allegheny Center
Pittsburgh, Pennsylvania 15212

Director:	Mary Carl
Ethnic Group:	Multiethnic (with some emphasis on Pennsylvania, Allegheny County)
Subject Area:	Social studies
Audience:	Teacher resources (1-12)
Format:	Print
Funding:	$46,365.00

Materials/Availability:

Project TIES series (1979): Tracing Individual Ethnic Sources: Teacher Resource Booklet, Tracing Individual Ethnic Sources: Activities, Grades 1-3, Tracing Individual Ethnic Sources: Activities, Grades 4-6, Tracing Individual Ethnic Sources: Activities, Grades 7-9, and Tracing Individual Ethnic Sources: Activities, Grades 10-12. Available from (1) project: spiralbound, $3.20 each; (2) ERIC: ED 193 383; see Resources in Education for price information.

This project developed curriculum materials to help students in grades 1-12 examine their own families and cultural heritages and then compare their histories with the experiences of others. The purpose of the curriculum is "to illustrate the universality of culture, to promote the acceptance of ethnic diversity, and to restrain cultural chauvinism." All materials were field tested.

The curriculum is comprised of four activities booklets, one for each grade-level range (1-3, 4-6, 7-9, and 10-12), and a teacher resource booklet. The activities in each booklet are divided into three categories: (1) "My Ethnic Heritage" activities, which direct students to investigate their own families' ethnic identity, customs, and traditions; (2) "Where Do I Fit?" activities, which ask students to compare their own family experiences with classroom, local, and national patterns; and (3) "Intergroup Relations" activities, which are focused on specific instances of past and present cultural conflict. The self-contained activities constitute an integrated unit on ethnicity which can be used individually and integrated into existing courses of study. For each activity the following information is provided: general concept, introduction, specific objectives, materials, step-by-step teaching procedures, and suggestions for follow-up activities. The activities include having students interview parents, celebrate ethnic holidays, publish an ethnic cookbook, conduct an ethnic festival, analyze census data, write and illustrate stories about a fictitious family of any ethnic group, analyze textbooks for their coverage of ethnic history, and collect and record family practices related to religion, customs, language, and beliefs.

53. DEVELOPMENT OF BULGARIAN CURRICULUM MATERIALS THROUGH A BULGARIAN ETHNIC HERITAGE STUDIES KIT

Duquesne University
1801 Boulevard of the Allies
Pittsburgh, Pennsylvania 15219

Director:	Walter Kolar
Ethnic Group:	Bulgarian Americans
Subject Area:	Social studies, music, art

Audience: Student materials (4-6)

Format: Print and nonprint

Funding: $44,000.00

Materials/Availability:

Bulgarian Ethnic Heritage Studies Kit (1979). Available from Duquesne University Tamburitzans, Institute of Folk Arts, 1801 Boulevard of the Allies, Pittsburgh, Pennsylvania 15219: $50.95. Individual components are available separately as noted below.

Teacher's Manual: ringbound, 23 pp., $3.00 (ERIC: SO 013 103).

Bulgarians: Arts and Crafts, by Walter W. Kolar: paperbound, 26 pp., $3.00 (ERIC: SO 013 110).

Bulgarians: Costumes, by Walter Kolar: paperbound, 26 pp., $3.00 (ERIC: SO 013 108).

Bulgarians: Dances, by Nicholas Jordanoff, accompanied by a record, "Croatians: Dances They Dance": paperbound, 18 pp., $3.00 (ERIC: SO 013 106).

Bulgarians: Folk Instruments, by Paul G. Stafura and Thomas Roncevic: paperbound, 22 pp., $3.00.

Bulgarians: Four Folk Tales, by Lubomira Parpulova: paperbound, 22 pp., $3.00 (ERIC: SO 013 109).

Bulgarians: Heroes, by Walter W. Kolar: paperbound, 26 pp., $3.00 (ERIC: SO 013 107).

Bulgarians: Songs, by Walter W. Kolar, accompanied by a record, "Croatians: Songs They Sing": paperbound, 26 pp., $3.00 (ERIC: SO 013 104).

Bulgarians: Who They Are, by James F. Clarke: paperbound, 14 pp., $3.00 (ERIC: SO 013 105).

Filmstrip/cassettes: Folk Instruments of Bulgaria ($6.00) and My Bulgarian Heritage ($6.00).

This project developed the Bulgarian Ethnic Heritage Studies Kit for use with students in grades 4-6 which is focused on various folk art forms. The developers believe that "one of the ways in which a group of people can be known is to understand the culture and the cultural activities around which their lives revolve." The kit consists of a teacher's manual, eight booklets or units, and two filmstrip/cassettes. Well illustrated with photographs, each booklet in the kit deals with a specific folk art form. Bulgarians: Arts and Crafts provides a general survey of Bulgarian folk arts including a discussion of masks, pottery, metalware, woodcarving, embroidery, rugs, and icons. The handwoven national costumes of the Bulgarian people are the topic of the Bulgarians: Costumes booklet. Bulgarians: Dances is a collection of popular Bulgarian folk dances containing step-by-step directions and accompanied by a phonograph record. Pictures and descriptions of Bulgarian folk musical instruments are included in Bulgarians: Folk Instruments; recorded examples and a filmstrip accompany this booklet. Fairytales which offer some insight into the make-up of the Bulgarian people are found in Bulgarians: Four Folk Tales, and students learn about heroes in Bulgarian history in Bulgarians: Heroes. The final unit, Bulgarians: Songs, is a collection of folk songs and traditional ballads sung by early immigrants.

In addition to the filmstrip Folk Instruments of Bulgaria, which accompanies the songs booklet, the project developed one other filmstrip/cassette program, My Bulgarian Heritage. In this filmstrip, two Bulgarian American teenagers talk about their Bulgarian ancestry and the pride that they take in their cultural heritage.

South Dakota

54. INCREASING UNDERSTANDING OF THE MULTICULTURAL HERITAGE OF EASTERN SOUTH DAKOTA THROUGH TEACHER EDUCATION

University of South Dakota
School of Education
Vermillion, South Dakota 57069

Director: Robert Wood

Ethnic Group: Czech Americans, American Indians (Sioux), Danish Americans, Dutch Americans, Norwegian Americans, Swedish Americans (with some emphasis on South Dakota, Iowa, and Nebraska)

Subject Area: Social studies

Audience: Student materials (1-6), teacher education (1-6)

Format: Print and nonprint

Funding: $40,000.00

Materials/Availability:

Multimedia resource kits, each containing records, tapes, books, maps, posters, worksheets, data sheets, realia, recipes, flags, pictures, and a resource manual on Czech Americans, Danish Americans, Dutch Americans, Norwegian Americans, American Indians (Sioux), and Swedish Americans. Not available for distribution.

One Hundred and Thirty Seven Activities for Multicultural Education, edited by A. Gwen Glassner et al. (no date). Available from project: stapled, 137 pp.; contact project for price information.

This project sponsored two series of workshops. Thirty-two educators from six Vermillion school districts participated in the first workshop series, which comprised nine sessions. The purpose of the workshops was to help the teachers learn about neighboring ethnic groups in order to better inform their pupils. The first three week-long sessions were devoted to learning about the histories and cultures of six ethnic groups in the area: Norwegian Americans, Swedish Americans, Dutch Americans, Czech Americans, Danish Americans, and Sioux Indian Americans. During the second three weeks, participants heard presentations by six consultants, one from each ethnic group represented. During the final three weeks, the participants developed a multimedia resource kit on each ethnic group. Kit components included records, tapes, books, maps, posters, worksheets, data sheets, realia, recipes, flags, pictures, and a resource manual containing background information on the history and culture of each group.

In the second series of workshops sponsored by the project, 70 educators from South Dakota, Iowa, and Nebraska learned about the history and culture of the six ethnic groups. The teachers developed many ethnic studies activities, included in the publication One Hundred and Thirty-Seven Activities for Multicultural Education, which can be used to teach elementary school children about cultural heritage, discrimination, ethnicity, immigration, migration, prejudice, and stereotyping. These activities involve children in writing stories about family customs, making cornhusk dolls, writing biographies of ethnic persons, making oral presentations, and viewing filmstrips.

Another project activity was the incorporation of multicultural components into six elementary education courses at the University of South Dakota. The project also conducted a School of Education conference which had several multicultural components, including addresses by several persons noted for their work in intercultural/multicultural education.

One additional project activity was the publication of three issues of the newsletter Interculture which were distributed to 700 elementary schools in South Dakota, Iowa, and Nebraska. The newsletter presented articles, teaching lessons, and a schedule of project events.

Texas

55. DEVELOPMENT TEACHING STRATEGIES THROUGH A TRAINING PROGRAM IN ORIENTAL-AMERICAN CULTURE FOR ELEMENTARY SCHOOL TEACHERS

University of Houston/Clear Lake City

2700 Bay Area Boulevard
Houston, Texas 77058

Director: Esther Yao

Ethnic Group: Asian Americans

Subject Area: All areas

Audience: Teacher resources (1-12)

Format: Print

Funding: $44,000.00

Materials/Availability:

Teacher's Handbook for Teaching and Working With Oriental Students and Their Parents, edited by Esther Lee Yao (1979). Available from (1) project: 3-hole punched paper, 183 pp.; contact project for price information; (2) ERIC: ED 187 802, 191 pp., microfiche, $0.91; paper copy not available from EDRS.

This handbook contains background readings which the authors hope will help teachers initiate and maintain desirable interpersonal relationships with Asian-American children and their parents. Written by elementary teachers who participated in the project, the handbook is a useful resource for teachers at any grade level.

The handbook comprises eight chapters. Chapter 1 discusses the history, culture, values, educational system, and ethnic institutions of China, India, Japan, Korea, the Philippines, Cambodia, Laos, Thailand, and Vietnam. Chapter 2, "Oriental Population in the U.S.A.," deals with trends in immigration, factors in assimilation, and the developmental characteristics of Asian-American children. "Aspects of Learning of Oriental-American Students" are treated in Chapter 3. Teachers examine the "Sociopsychological Development of Asian-American Children" in Chapter 4, which considers such factors as family structure, parental role, socioeconomic status, language, and the school environment. How to work with Oriental-American children and Oriental-American parents is discussed in Chapters 5 and 6 respectively. Chapter 7, "Instruction of Ethnic Studies With Focus on Oriental Culture," presents ways in which the study of ethnicity can be integrated into all courses and subject areas. The final chapter, "Self-Evaluation of Teacher's Attitude," contains a self-evaluation attitude inventory.

Included in the appendices is a survey that can be used to evaluate the attitudes of teachers and Asian-American parents and list of positive expressions to help teachers communicate tactfully. A bibliography of references concludes the handbook.

Washington

56. GETTING TO KNOW YOU AND ME

Highline School District #401
15675 Ambaun Boulevard, S.W.
Seattle, Washington 98166

Director: John Ross

Ethnic Group: Multiethnic

Subject Area: Social studies

Audience: Teacher education (K-6)

Format: No materials were developed

Funding: $14,965.00

Materials/Availability:

No materials were developed by this project.

This project provided inservice training for elementary teachers. The purpose of the inservice sessions was to sensitize elementary school teachers to the special needs of minority students and to provide these teachers with instructional materials and techniques for meeting their needs.

Two series of inservice workshops were held, one in the fall and one in winter. Each workshop series consisted of one all-day session and one three-hour evening session plus three or four follow-up sessions. Seventy-eight persons, including 60 elementary teachers, participated. In the workshops, teachers discussed the "Rainbow" philosophy of cultural pluralism, became acquainted with the "Rainbow" instructional materials, and learned classroom strategies for using the instructional materials. The teachers then used the materials and ideas gained from the inservice workshop in teaching students in their classrooms. The follow-up sessions addressed the specific problems and concerns of four minority ethnic groups: Black Americans, Asian Americans, Hispanic Americans, and American Indians.

Note: The "Rainbow" instructional materials were developed by the Seattle School District No. 1, Curriculum and Special Services, 3928 South Graham Street, Seattle, Washington 98118, in a 1976 ethnic studies project entitled "Rainbow Approach to Classroom Education." Rainbow Activities: 50 Multicultural/Human Relations Experiences is available from Creative Teaching Press, South El Monte, California 91733 (paperbound, 100 pp., $4.95).

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Part II

1979 PROJECTS

BEST COPY AVAILABLE

PROJECT DESCRIPTIONS BY STATE AND TERRITORY

Alabama

1. CURRICULUM PROJECT ON THE CULTURAL HERITAGE OF THE TENNESSEE-TOMBIGBEE WATERWAY CORRIDOR

Miles College
P.O. Box 31
Eutaw, Alabama 35462

Project Director:	Jane W. Sapp
Ethnic Group:	People of Tennessee-Tombigbee Waterway Corridor in Mississippi and Alabama
Audience/Grade Level:	Adult/Community Education Teacher Resources (K-16)
Proposed Budget:	$55,234.00

This project will document the heritage of the people living in the seven Mississippi and nine Alabama counties along the Tennessee-Tombigbee Waterway development corridor. The project will use folkloristic and oral history research techniques to develop curriculum materials and information related to the cultures of the people within the region. The three components of the project include compilation of field research results, development of curriculum materials, and presentation of festivals and school programs. The project will tape record and photograph 25-30 persons per county and hold six festivals to bring local artists together. Products will include a book listing and categorizing all the significant folk artists and arts and crafts persons of the area, a general history of the area based on data obtained through oral interviews, and three half-hour documentaries based on shots taken at the festivals and extended interviews. All of these materials will be made available to the local schools.

Alaska

2. CULTURAL/HISTORIC COLLECTION PROCESS IN A CULTURE OF TRANSITION: AN ETHNIC HERITAGE STUDIES PROGRAM

North Slope Borough School District
P.O. Box 169
Barrow, Alaska 99723

Project Director:	Shirley Holloway
Ethnic Group:	Eskimo Americans (Snupiag)
Audience/Grade Level:	Teacher Education (K-16)
Proposed Budget:	$59,042.00

In this project Snupiag Eskimo students will develop a library collection on the Snupiag heritage. In developing the library collection, students will be involved in many activities, including identifying and classifying artifacts, reproducing old photographs, conducting interviews, and selecting items which have significance to the Snupiag heritage. From this collection, materials will be selected for inclusion in a multicultural, bilingual inservice kit. The kit will be designed for use at teacher workshops and seminars which will help participants integrate local history and culture into the curriculum.

American Samoa

3. SAMOAN CROSS CULTURAL ORIENTATION*

American Samoa Community College
Board of Higher Education
Mapusaga Campus
P.O. Box 2609
Pago Pago, American Samoa 96799

Project Director:	Saeu Scanlan
Ethnic Group:	Samoan Americans
Audience/Grade Level:	Student Materials (13-16) Teacher Education (1-12)
Amount of Funding:	$41,728.00

The project will train college students and teachers in the skills necessary to overcome stereotypes and prejudices. The training will be a curriculum package consisting of a 16mm, 30-minute, color and sound documentary film with accompanying written materials. The film will present some of the differences between Samoan and non-Samoan styles of communicative behavior and will serve as a catalyst to initiate group discussion. Written material will provide information on Samoan culture and directives for discussion leaders.

California

4. PILOT ETHNIC RESEARCH TRAINING PROJECT

California State University
Dominguez Hills Foundation
1000 East Victoria Street
Carson, California 90747

Project Director:	Fumiko Hosokawa
Ethnic Group:	Multiethnic
Audience/Grade Level:	Teacher Education (13-16)
Proposed Budget:	$34,008.00

This project is designed to train California State University Dominguez Hills faculty in the use of field-work techniques as applied to ethnic communities. The goals of the training are to give participants a better understanding of ethnic people and their culture and to enable participants to provide innovative courses incorporating the study of diverse ethnic groups. The project will draw upon the resources of diverse ethnic communities. The training program is designed to produce an ethnic community resources directory, specific course proposals applying the ethnic field-work concept, and a set of guidelines for supervising individuals in field work.

5. TEACHING ETHNIC AWARENESS AND CULTURAL HISTORY PROJECT (TEACH)

California State University, Fresno
Maple and Shaw
Fresno, California 93740

Project Director:	Lea Ybarra Soriano
Ethnic Group:	Multiethnic
Audience/Grade Level:	Adult/Community Education
Proposed Budget:	$43,229.00

This project will undertake a number of activities in their community education program. Through a series of "heritage nights," parents and community persons will discuss historical and contemporary ethnic heritage issues. Up to 100 community residents will be trained in oral history research and will gather local ethnic heritage data. The information collected will be presented at two special heritage nights set aside for school personnel and community residents.

6. INDOCHINESE REFUGE: AN ETHNIC HERITAGE TRAINING AND DISSEMINATION PROJECT

Minority Affairs Institute
2695 Steeplecase
Diamond Bar, California 91765

Project Director:	Alba A. Moesser
Ethnic Group:	Indo-Chinese Americans
Audience/Grade Level:	School Administrators (K-12) Teacher Education (K-12)
Proposed Budget:	$40,293.00

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*This project is a carry-over of the 1978 project. An extension of the project without an increase in the budget was granted.

This project will develop three modules to train school administrators and instructional staffs to understand the history and culture of Indo-Chinese Americans and to implement more effective ethnic studies programs. The modules will be field tested through training sessions conducted with selected teachers and administrators from the Pomona Unified School District.

7. BIOGRAPHIES OF NOTABLE CHINESE AMERICANS

Organization of Chinese Americans
2191 Mowry Avenue, Suite 500-A
Fremont, California 94538

Project Director:	David F. Der
Ethnic Group:	Chinese Americans
Audience/Grade Level:	Teacher Resources (9-16)
Proposed Budget:	$37,500.00

Biographies of Notable Chinese Americans has as its major goal the development of a reference book containing biographical data on Chinese Americans, from which future biographies can be written. The focus will be on 19th- and early 20th-century Chinese Americans whose lives and achievements are in danger of being lost to history. An Advisory Council will assist in identifying individuals who should be researched for the reference and in providing information about those individuals. In addition, they will assist in making the final decision on which individuals should be included. Two researchers fluent in both English and Chinese will travel throughout the United States to conduct research and interviews. The book will be field tested in high schools and colleges, and revisions will be made on the basis of the field tests.

8. RECIPROCAL JEWISH/BLACK STUDIES IN UPPER ELEMENTARY CLASSROOMS

The University of Judaism
15600 Mulholland Drive
Los Angeles, California 90024

Project Director:	John Bragin
Ethnic Group:	Black Americans, Jewish Americans
Audience/Grade Level:	School Administrators (4-6) Teacher Education (4-6) Teacher Resources (4-6)
Proposed Budget:	$55,053.00

This project intends to develop, pilot test, and disseminate an ethnic heritage program for grades 4-6 that integrates the study of Jewish American heritage with the general social studies curriculum. Emphasis will be given to past and present relations between Jewish and Black Americans that are important in the history and culture of our nation. Both newly-created and already-existing materials will comprise the program. A 30-hour inservice course for administrators and teachers from four pilot elementary schools will be conducted. In addition, the project will conduct extracurricular activities, including a picnic or field trip to a Los Angeles historical landmark and a weekend of learning and socializing at the University's Camp Ramah in Ajai Valley.

Colorado

9. SEMINAR IN MULTI-ETHNIC RELATIONS

Colorado State University
College of Professional Studies
Guggenheim Hall
Fort Collins, Colorado 80523

Project Director:	William E. Sims
Ethnic Group:	Multiethnic
Audience/Grade Level:	Teacher Education (1-12)
Proposed Budget:	$59,587.00

The major objective of this project is to conduct a training program in ethnic studies for inservice teachers. Training experiences will be provided in (1) the ethnic, cross-cultural experience in Colorado, the region, and the nation; (2) factors affecting the performance of culturally different children; (3) ethnic studies materials and multimedia techniques for optimum student learning experiences; (4) strategies for resolving cross-cultural conflicts (e.g., workshops designed to promote attitudinal change or development of community education programs); (5) ways to help students focus on decision-making skills and problem-solving techniques; and (6) strategies for providing comfortable academic settings in which multiethnic students can display their unique strengths. Inservice teachers from three school districts in the Denver area will be involved in the seminars. The project director and assistant director will monitor the involved teachers' classrooms.

10. NORTH CONEJOS SCHOOL DISTRICT– ETHNIC STUDIES PROJECT

North Conejos School District RE 1J
Centauri Junior/Senior High School
P.O. Box 72
La Jara, Colorado 81140

Project Director:	Lamont Morgan
Ethnic Group:	Multiethnic (Colorado)
Audience/Grade Level:	Student Materials (K-12)
Proposed Budget:	$34,880.00

This project intends to develop curriculum materials for use with elementary and secondary students in the district. Audio-visual presentations of the cultural groups represented in the area will be developed. The project will also collect documents, family histories, photographs, artifacts, and other local cultural materials for research and study by students. The materials will be catalogued, and research guides will be developed.

11. ETHNIC HERITAGE STUDIES CLEARINGHOUSE

Social Science Education Consortium, Inc.
855 Broadway
Boulder, Colorado 80302

Project Director:	Frances Haley
Ethnic Group:	Multiethnic
Audience/Grade Level:	Anyone interested in ethnic studies
Proposed Budget:	$41,794.00

The Ethnic Heritage Studies Clearinghouse will disseminate the products of the Title IX projects, as well as other ethnic heritage studies ideas, products, and information. The project will compile and disseminate a catalog containing descriptions of ethnic studies Title IX projects funded in 1978. Materials developed by the projects will be described in the catalog. (This will be a supplement to the *Ethnic Studies Catalog* developed by the clearinghouse's 1978 ethnic studies project.) The clearinghouse will also maintain and expand its field agent network, provide technical assistance to Title IX projects, and strengthen its linkages with other educational dissemination networks.

12. COPING WITH ETHNIC DIVERSITY IN THE ELEMENTARY AND MIDDLE SCHOOL CLASSROOM: A TEACHER TRAINING PROGRAM FOCUSING ON IMMIGRANT POPULATIONS

University of Denver
Center for Teaching International Relations
University Park
Denver, Colorado 80208

Project Director:	Steven Lamy
Ethnic Group:	Multiethnic
Audience/Grade Level:	Teacher Education (K-8)
Proposed Budget:	$41,769.00

This project will conduct a year-long inservice training program in multiethnic education within three (two elementary and one middle) schools in the Denver Public School System. The schools will be among those that are enrolling increasing numbers of "new immigrant" children, including Vietnamese, Laotians, Cambodians, Mexicans (Nationals), and Persians. The project will undertake a number of activities. A handbook designed to develop "global awareness" among the participants will be produced. The project will introduce teachers to various teaching strategies and classroom techniques and develop two "classroom activities" handbooks. The handbooks will be disseminated and tested within the pilot schools. They will later be published by the Center for Teaching International Relations and disseminated nationally for use in inservice and preservice training of teachers.

Connecticut

13. COMMUNITY BASED ETHNIC HERITAGE STUDIES PROGRAM

Bristol Board of Education
Office of State and Federal Program
985 Farmington Avenue
P.O. Box 450
Bristol, Connecticut 06010

Project Director:	Richard D. Nolan
Ethnic Group:	Multiethnic
Audience/Grade Level:	Adult/Community Education Teachers (K-12) School Administrators (K-12) Student Materials (K-12)
Proposed Budget:	$48,500.00

This project will develop a community-based ethnic heritage studies program which will undertake many activities. These include identifying ethnic groups in Bristol and involving them in the project; communicating with and helping newly immigrated individuals identify with previously assimilated ethnic groups; establishing an ethnic heritage resource center; having secondary students undertake an ethnic heritage exploration; developing an ethnic tutor/translator corps for non-English-speaking immigrant children and adults; sponsoring a Bristol ethnic heritage celebration festival; and assessing the ethnic heritage studies element within existing curricula in the schools.

14. MIGRATIONS

The Teacher Center, Inc.
425 College Street
New Haven, Connecticut 06511

Project Director:	Jan Murray
Ethnic Group:	Multiethnic (with emphasis on Connecticut, New Haven)
Audience/Grade Level:	Teacher Education (K-12)
Proposed Budget:	$40,775.00

A traveling "mini-museum" containing folk art objects and related print and nonprint media materials will be developed. Teachers in New Haven will use the "mini-museum" to explore the experience of migration, stressing the major ethnic populations of New Haven. Teachers and students will then be expected to develop and document their own oral history or folk arts projects. The project will also present a series of film and discussion workshops about aspect of oral history and folk arts, provide inservice teacher training, and produce a sourcebook documenting the project.

15. UNDERSTANDING AND DOCUMENTING THE EXPERIENCES OF FOUR ETHNIC GROUPS OF MAJOR IMPORTANCE IN THE MID-CONNECTICUT REGION

Wesleyan University
Graduate Liberal Studies Program
Wesleyan Station
Middletown, Connecticut 06457

Project Director:	Phyllis Bruce
Ethnic Group:	Irish Americans, Italian Americans, Jewish Americans, Polish Americans
Audience/Grade Level:	Community Service Workers Teacher Education (K-12)
Proposed Budget:	$59,676.00

This project will train participants in the techniques of ethnological research. Forty to seventy participants, primarily teachers and community service workers, will attend a two-semester course. The program will concentrate on the study of four major ethnic groups in the Middletown area: Irish Americans, Polish Americans, Jewish Americans, and Italian Americans. In the first semester, participants will learn about the history of the four groups and will be trained in research techniques. The second semester will involve the participants in a number of activities. They will collect information on the four ethnic groups, prepare a catalog of existing materials, and design a commentary guide to aid teachers and community workers in the future use of the materials.

District of Columbia

16. RAICES: Roots in Hispanic American Heritage

Books for the People Fund
Project LEER
636 Massachusetts Avenue, N.W.
Washington, D.C. 20002

Project Director:	Susan Benson
Ethnic Group:	Hispanic Americans
Audience/Grade Level:	Teacher Resources (K-12)
Proposed Budget:	$43,800.00

Currently available, exemplary Hispanic heritage materials appropriate for students and teachers from primary through secondary grades will be disseminated. The project will identify and review materials and information related to U.S. residents with roots in Rio de la Plata countries, Andean countries, the Spanish Caribbean, and Central America. The information gathered will be disseminated through special issues of the project's *LEER Bulletin* and through an information service to be established by the project. The ethnic studies materials and programs identified will also be integrated into the Books for the People Fund's ongoing program of training institutes funded primarily through other sources.

Guam

17. FILIPINO ETHNIC HERITAGE STUDIES: GUAM ELEMENTARY CURRICULUM CLASSROOM INSTRUCTIONAL KITS

University of Guam
College of Education
P.O. Box EK
Agana, Guam 96910

Project Director:	Michael F. Caldwell
Ethnic Group:	Filipino Americans (Guam)
Audience/Grade Level:	Student Materials (K-6) Teacher Education (K-6)
Proposed Budget:	$60,000.00

This project is designed to introduce Guam's elementary school students to interesting and pleasurable experiences related to Philippine history and Filipino culture. Ten activity-oriented instructional kits will be designed around themes of interest to children, such as myths and games. A one-day workshop will be held to familiarize educators with the kit. A four-day summer workshop will also be conducted. One set of kits will be placed in each Guam elementary school library.

Illinois

18. CULTURAL PLURALISM THROUGH ETHNIC VALUES CLARIFICATION: A TRAINING MODEL

Lithuanian Educational Council of U.S.A., Inc.
912 Plainfield Road
Downers Grove, Illinois 60515

Project Director: Bruno P. Juodelis
Ethnic Group: Lithuanian Americans
Audience/Grade Level: School Administrators (K-12)
Teacher Education (K-12)
Proposed Budget: $49,800.00

This project will design and conduct three values-clarification workshops for K-12 teachers and principals in the national Lithuanian American community school system. The intent of the workshops is to confront and clarify teaching values as they are expressed in instructional style and content. Emphasis will be on counterpointing the teachers' value scheme with that of their second- and third-generation Lithuanian American pupils. The model can serve generally as the basis for redirecting ethnic school curriculum toward a more rational emphasis on cultural pluralism.

Louisiana

19. ETHNIC HERITAGE IN THE FLORIDA PARISHES OF LOUISIANA

Southeastern Louisiana University
Department of Education
100 West Dakota Street
Hammond, Louisiana 70402

Project Director: John Magee
Ethnic Group: Multiethnic (Louisiana)
Audience/Grade Level: Adult/Community Education
Student Materials (K-12)
Teacher Education (K-12)
Proposed Budget: $14,712.00

This project will sponsor a summer workshop in which participants will develop curriculum materials on the ethnic groups of Louisiana's Florida Parishes. The workshop participants will research the history of the locality and identify the historical experiences and contributions of the ethnic groups in the area. Bibliographies, narratives, and multimedia kits for each ethnic group will then be produced.

Maine

20. ETHNIC HERITAGE STUDIES PROGRAM: DISSEMINATION OF MATERIALS

Hyde School
616 High Street
Bath, Maine 04530

Project Director: James W. Searles
Ethnic Group: French Americans
Audience/Grade Level: Adult/Community Education
Student Materials (9-16)
Proposed Budget: $44,703.00

The goal of this project is to develop a model curriculum for ethnic studies using the community as a resource. The first task of the project will be to gather personal stories, legends, history, traditions, and anecdotes of French Americans. Using the materials gathered, students and senior citizens will write materials that will be both valuable historical recordings and simple, interesting personal accounts of French American culture that will motivate the average student and reader. A third task of the project will be to use these materials to script and televise a dramatic musical show depicting the experiences of French American senior citizens. All materials will be disseminated to high schools and colleges throughout the state.

21. WE'RE STILL HERE

Tribal Governors, Inc.
93 Main Street
Orono, Maine 04473

Project Director: John Kent, Jr.
Ethnic Group: American Indians (Maine)
Audience/Grade Level: Student Materials (9-16)
Proposed Budget: $59,976.00

This project will develop a 60-minute, 16mm film on the history and culture of Maine American Indians for use with secondary and college students. A conference with Indian advisors and scholars will be held to gain insight into Indian lifeways and the Indian community; suggestions for resources and interviewees will also be gathered. Indian staff members will conduct all research, including interviews, location scouting, and archival searches for artwork, archaeological finds, and photographs. Production of the film will be carried out by a primarily Indian staff, with feedback from consultants, Indian advisors, and the community.

22. THE MAINE IDEA: INSTRUCTIONAL DEVELOPMENT IN ETHNIC ACTIVITIES

University of Southern Maine
Associate Degree Studies
96 Falmouth Street
Portland, Maine 04103

Project Director: George P. Connick
Ethnic Group: French Americans
Audience/Grade Level: Adult/Community Education
Teacher Education (K-12)
Teacher Resources (K-12)
Proposed Budget: $59,630.00

The major goal of the project is to initiate a broad-based ethnic studies "learning process" in four to eight elementary and secondary schools in southern Maine. This will be done by funding ethnic studies mini-projects in local schools. Curriculum materials and resource lists treating French Americans will be developed, and a bilingual newsletter will be distributed locally. Teacher training in use of the mini-projects and other materials will be provided to teachers in York County schools.

Massachusetts

23. RECOVERING THE AFRO-AMERICAN HISTORIC HERITAGE OF BOSTON AND PHILADELPHIA

Education Development Center, Inc.
55 Chapel Street
Newton, Massachusetts 02160

Project Director: Robert C. Hayden
Ethnic Group: Black Americans
Audience/Grade Level: Adult/Community Education
Teacher Resources (7-8)
Proposed Budget: $51,543.00

The major objectives of this project include (1) developing a model for the middle school in researching, documenting, interpreting, preserving, and disseminating the Black American historic heritage of Boston and Philadelphia; (2) developing an ethnic curriculum approach to using local historical/cultural background to explore community heritage; (3) producing school-based permanent museum resource centers on local Black American history; and (4) preparing a traveling exhibit of materials on the Black American heritage and history of Boston and Philadelphia.

24. TEACHERS AND COMMUNITY MEMBERS TRAINING PROGRAM

Greater Boston Chinese Cultural Association
Chinese Ethnic Heritage Studies Committee
P.O. Box 142
Newton Center, Massachusetts 02159

Project Director: Chi-Chung Wang
Ethnic Group: Chinese Americans
Audience/Grade Level: Adult/Community Education
Teacher Education (K-12)
Teacher Resources (K-12)

Proposed Budget: $59,430.00

This project will conduct two sets of training workshops—one for K-12 teachers and one for Chinese community resource persons. The purpose of the workshops will be to introduce the participants to Chinese cultural materials and to prepare them to deal with the emotional component of their own heritage and the interaction between members of different ethnic groups. A resource guide containing a listing of Chinese heritage curriculum materials will be developed and disseminated. The two training workshops will also result in a training module which will be made available.

Michigan

25. ETHNIC HERITAGE STUDIES PROGRAM

Detroit Public Schools
Federal State Special Programs
5057 Woodward Avenue
Detroit, Michigan 48202

Project Director: Herschel Fort
Ethnic Group: Multiethnic
Audience/Grade Level: Teacher Education (K-12)
Proposed Budget: $40,470.00

Teachers who participated in a two-week training session in 1977 and who are presently teaching in Detroit schools will be reidentified, inserviced, and asked to teach ethnic studies as a part of their daily classroom activities. These teachers will use a model developed by a pilot project during 1978-79. Each participating teacher will be responsible for developing two ethnic studies lessons, which will become a part of a lesson plan pack prepared for later dissemination. Teachers from a cross section of elementary, middle, and high schools will be involved.

26. NAH TAH WAHSH (SOARING EAGLE)

Hannahville Tribal Council
Hannahville Indian School
Route #1
Wilson, Michigan 49896

Project Director: Sally Halfaday
Ethnic Group: American Indians (Ojibwa)
Audience/Grade Level: Student Materials (Preschool-8)
Proposed Budget: $40,000.00

The Hannahville Indian community will develop an Ojibwa culture and heritage program for use with students in preschool through grade 8. The material developed will be infused into math, language arts, science, art, music, and reading classes. Through the materials, Indian students will learn of the contributions their ancestors have made to American society.

27. ETHNIC STUDIES METHODS AND MATERIALS FOR TEACHER TRAINING: A MODEL FOR SCHOOLS OF EDUCATION

University of Michigan
School of Education
Ann Arbor, Michigan 48109

Project Director: James Anderson
Ethnic Group: Multiethnic
Audience/Grade Level: Teacher Education (K-12)
Proposed Budget: $60,000.00

This project will undertake a number of activities aimed at improving the resources and techniques currently available to institutions that train teachers to teach ethnic studies. Title IX materials and other sources that relate to the training of teachers—both to teach ethnic studies and to better understand ethnic issues—will be collected, analyzed, and field tested. An annotated, evaluative directory of teacher training resources and methods for teaching ethnic studies will then be prepared. The project will also compile a resource manual for teacher trainers that will contain materials, strategies, and other information representing the best of what is currently available. A permanent library collection will be established, and a national training conference for representatives of teacher training institutions will be held.

28. LATINOS IN MICHIGAN AND THE MIDWEST: A RESOURCE OF HISTORICAL MATERIALS FOR TEACHING ABOUT ETHNIC GROUPS

Wayne State University
Center for Chicano-Boricua Studies
631 Merrick
Detroit, Michigan 48202

Project Director: Rodolfo Martinez
Ethnic Group: Latin Americans, Mexican Americans, Puerto Rican Americans (Midwest and Michigan, Detroit)
Audience/Grade Level: Teacher Resources (9-12)
Proposed Budget: $44,260.00

The major objective of this project is to produce curriculum materials that will document the history, culture, and heritage of Latinos in the Midwest, particularly in the state of Michigan. The material will provide resources for high school teachers who are involved in teaching about multicultural heritage. An annotated bibliography on Latinos in the Midwest, manuscripts on Mexican and Puerto Rican Americans of Detroit, and two study guides will be produced.

Minnesota

29. CONTEMPORARY ISSUES, SCANDINAVIA AND AMERICA

Augsburg College
Scandinavian Studies
731 21st Avenue South
Minneapolis, Minnesota 55454

Project Director: Mildred Joel
Ethnic Group: Scandinavian Americans
Audience/Grade Level: Adult/Community Education
Student Materials (13-16)
Teacher Resources (13-16)
Proposed Budget: $59,886.00

The major objective of this project is to explore how the cultural legacies of Denmark, Finland, Iceland, Norway, and Sweden have contributed insights, perspectives, and values important in dealing with critical social problems of modern American society. A project-sponsored course on Contemporary Issues in Scandinavia and America will include three conferences for the general public as well as students, teachers, and community leaders. The conferences will deal with specific issues on energy and the environment, health care, and the status of women. The project also aims to develop and disseminate materials for use in institutions of higher education throughout the nation.

Missouri

30. ETHNIC HERITAGE STUDIES: DEVELOPING A PROGRAMMED LITERATURE UNIT

Washington University
Black Studies Program
Box 1109
St. Louis, Missouri 63130

Project Director: Samual A. Hay
Ethnic Group: Black Americans, Mexican Americans
Audience/Grade Level: Student Materials (7-12)
Proposed Budget: $60,000.00

This project will develop curriculum materials for use in secondary education. The materials will deal with the literature and drama of Blacks, Mexican Americans, and Whites. The programmed unit will use audiovisual materials, music, videotaped role playing, creative writing, and skills-guiding activities to assist students in developing reading and conflict-resolution skills. After the materials have been designed, developed, and field tested, attempts will be made to assure that they will be included in regular American literature courses.

New Hampshire

31. HOW TO PRODUCE ETHNIC HERITAGE FILMS AND SLIDE/TAPES USING HISTORICAL PHOTOGRAPHS AND ORAL HISTORIES

University of New Hampshire
Department of Media Services
Diamond Library
Durham, New Hampshire 03824

Project Director:	Gary Samson
Ethnic Group:	French Americans, Multiethnic
Audience/Grade Level:	Student Materials (7-12)
Proposed Budget:	$47,692.00

This project will develop a 16mm color and sound film entitled *The Franco-American* and an accompanying manual–*How to Produce Ethnic Heritage Films and Slide/Tapes Using Historical Photographs and Oral Histories*–for use at the junior/senior high school level. The film will document the history, culture, and contributions of the French American community in New England from 1869 to the present. The manual will help students and teachers locate and document historical photographs, make slides and film photographs, conduct oral history interviews, and develop a sound track.

New Jersey

32. LET'S MEET OUR NEIGHBORS

Jersey City State College
Multicultural Center
2039 Kennedy Boulevard
Jersey City, New Jersey 07305

Project Director:	Janet Leonard
Ethnic Group:	Multiethnic
Audience/Grade Level:	Teacher Education (13-16)
Proposed Budget:	$58,000.00

The major objective of this project is to sponsor seminars and field work to help faculty members of Jersey City State College develop an understanding of and sensitivity to the concerns, needs, and expectations of ethnic persons in Jersey City and Hudson County. Off-campus seminars will be conducted for 25 college faculty whose main work is related to community services, including teacher training, law enforcement, nursing, social work, and business. The seminars will provide the participants with an understanding of cultural diversity and pluralism and will train the faculty in field-work methodology. After the initial seminar period, each faculty member will spend time in the field studying and observing an ethnic group of his/her choice and possibly participating in the group's cultural, social, and communal activities.

33. NEW JERSEY MULTI-ETHNIC ORAL HISTORY PROJECT

New Jersey Historical Commission
New Jersey Department of Education
113 West State Street
Trenton, New Jersey 08625

Project Director:	Ronald J. Grele
Ethnic Group:	Multiethnic (New Jersey)
Audience/Grade Level:	Student Materials (K-12)
Proposed Budget:	$46,321.00

An oral history project of the state of New Jersey will be undertaken. Faculty and students from three community colleges in New Jersey will interview members of ethnic groups throughout the state about their life histories. The project expects to produce at least 2880 taped interviews. The project will then videotape as many of the most exciting of these interviews as possible. The oral history archive will be used by various people, including elementary and secondary students and scholars.

New Mexico

34. DINÉ BIBEE HAZ' AANII (THE LAW OF THE PEOPLE)

Native American Materials Development Center
467 Rio Grande Boulevard, N.W.
Albuquerque, New Mexico 87104

Project Director:	Gloria Emerson
Ethnic Group:	American Indians (Navajo)
Audience/Grade Level:	Student Materials (9-12) Teacher Resources (9-12)
Proposed Budget:	$43,030.00

This project will illustrate and publish an already-written manuscript on Navajo tribal law-ways and government and will develop a teacher's guide/resource book to accompany the text. The project will also assemble current materials concerning tribal and intergovernmental relationships with the Navajo systems of government. This project was undertaken so that approximately 19,500 Navajo secondary school students can benefit from a civics and government curriculum reflecting the Navajo heritage and experience; non-Navajo students will also be able to use the materials.

New York

35. ILLUSTRATING THE HISTORY OF PUERTO RICAN MIGRATION TO THE U.S.A.

Aspira of America, Inc.
Communications Unit
205 Lexington Avenue
New York, New York 10016

Project Director:	Ralph Acosta, Jr.
Ethnic Group;	Puerto Rican Americans
Audience/Grade Level:	Adult/Community Education Student Materials (7-16)
Proposed Budget:	$47,648.00

This project will produce four half-hour audiovisual programs illustrating the history of Puerto Rican migration to the United States. The four programs will be available in videotape, animated slide film, and filmstrip form for use on television, in secondary and college classrooms, and before civic and cultural groups. A descriptive catalog and teacher's manual will also be produced.

36. CHINESE ETHNIC HERITAGE STUDY GUIDE

China Institute in America
125 East 65th Street
New York, New York 10021

Project Director:	F. Richard Hsu
Ethnic Group:	Chinese Americans
Audience/Grade Level:	Teacher Resources (11-16)
Proposed Budget:	$53,800.00

In order to provide Chinese Americans with an appreciation of their rich ethnic heritage and to introduce non-Chinese to the longest continuing civilization in the world, this project proposes to prepare a university-level study guide on the development of Chinese civilization from the first evidences of man to the overthrow of the Ching Dynasty in 1911. The guide will be appropriate for use in Asian studies courses, teacher training programs, adult education, and inservice teacher programs. The guide will also be useful in advanced high school programs and as a discussion guide for community groups, museums, and ethnic organizations concerned with Chinese ethnic heritage.

37. PROJECT SAME: SENSITIVITY APPROACH TO MULTIETHNIC EDUCATION

Community School District #18
755 East 100th Street
Brooklyn, New York 11236

Project Director: Phillis Gonon
Ethnic Group: Multiethnic (New York, Community School District #18)
Audience/Grade Level: Adult/Community Education
Teacher Education (K-12)
Proposed Budget: $52,720.00

Project SAME will develop, implement, and evaluate a training manual in multiethnic education. The manual will focus on the personal human relations aspect of ethnic studies and will cover such topics as sensitivity to cross-group similarities, knowledge of group and individual differences, and the history and culture of the many ethnic groups represented in District 18. The program will train 26 administrators, 78 teachers, and approximately 200 community ethnic leaders. A special group of teachers will teach cultural activities to approximately 2400 students.

38. ETHNIC HERITAGE CURRICULUM DEVELOPMENT: THE INDIVIDUAL AND ETHNIC IDENTITY

Junior College of Albany
Russell Sage College
140 New Scotland Avenue
Albany, New York 12208

Project Director: Henry Brownstein
Ethnic Group: Multiethnic
Audience/Grade Level: Student Materials (7-14)
Proposed Budget: $25,338.00

This project's major objective is to develop materials which will provide secondary and junior college students with a perspective which views ethnics as individuals, rather than as members of a group of people who are all alike. To accomplish this program goal, the project will develop workbooks for classroom instruction. Materials for the workbooks will be based on personal interviews with ethnic persons from the greater Albany area, conducted by the project director. Some of these interviews will be videotaped; the tapes will be available for use with the workbooks. Such optional learning experiences as guest speakers and an ethnic festival will be included in the workbooks, and teachers' manuals will be developed to accompany the workbooks. The materials will be field tested in urban and suburban classrooms and in junior college classes. Participating field-test teachers will attend three workshops–one to assist in materials development, one for training in use of the materials, and one for evaluating the field-test experience. Pre/posttests on attitudes will be administered to all students involved in the field tests as well as to control groups. Dissemination will include provision of complimentary copies to participating field-test teachers and districts, districts in the project area, and advisory council members. Articles describing the project and project materials will be published, and a commercial publisher for the final product will be sought.

39. A PROPOSAL FOR AN ETHNIC HERITAGE STUDIES VIDEOTAPE SERIES

The Research Foundation of the State University of New York
at Albany
P.O. Box 9
Albany, New York 12201

Project Director: Murray G. Phillips
Ethnic Group: Southern and Eastern European Americans
Audience/Grade Level: Student Materials (9-16)
Proposed Budget: $46,837.00

A series of three videotapes based upon interviews with immigrants from southern and eastern Europe will be produced for use with secondary and college students. For the most part, the videotapes will deal with the immigrants who came to this country between 1880 and 1924. Some attention will, however, be paid to immigrants who arrived between 1924 and the present.

North Carolina

40. AN APPALACHIAN ETHNIC HERITAGE STUDIES PROGRAM: A MODEL FOR SOLIDIFYING SELF-IDENTITY OF MINORITY COLLEGE STUDENTS

Mars Hill College
Mars Hill, North Carolina 28754

Project Director: Jill Mannisto
Ethnic Group: Appalachian Americans
Audience/Grade Level: Student Materials (13-16)
Proposed Budget: $45,000.00

This project will develop a universally applicable model for acquainting college students with their personal identity to insure their successful functioning in any environment. Sixteen Appalachian American college students will be involved in such activities as participating in seminars and workshops, teaching in a language experience reading program utilizing Appalachian curriculum materials, developing and presenting a slide/tape presentation to diverse audiences, taking field trips, and participating in conferences.

Oregon

41. NORTHWEST OFFICE FOR CULTURAL HERITAGE RESOURCE (NOCH)

Portland State University
Office of International Education
P.O. Box 751
Portland, Oregon 97207

Project Director: Ralph Nelsen
Ethnic Group: Multiethnic (Washington and Oregon)
Audience/Grade Level: Adult/Community Education
Teacher Resources (K-12)
Proposed Budget: $59,704.00

This project will develop a regional resource center for materials relating to the cultural heritage of Oregon and Washington. The resource center will circulate the resource materials collected to schools, cultural/ethnic organizations, and community agencies. The project will also provide on-site technical assistance services, needs assessments, and some inservice training for school staff and community members.

Pennsylvania

42. EXPRESSIONS OF ETHNICITY

Historical Society of Berks County
940 Central Avenue
Reading, Pennsylvania 19601

Project Director: Harold E. Yoder
Ethnic Group: Jewish Americans, Polish Americans (Pennsylvania, Reading)
Audience/Grade Level: Student Materials (4-6)
Proposed Budget: $49,300.00

In cooperation with Albright College, this project will develop two super-eight color/sound films on two local ethnic groups: Jewish Americans and Polish Americans. The materials are intended for use in the upper elementary grades. The films will focus on the ways in which families from each group observe and express their ethnic heritage through holidays, religious observances, language, home life, and involvement in the community. The films will each be accompanied by a teacher's guide and a student activity booklet. To promote the use of the materials and to share the project experience and methods with others wishing to attempt similar projects, a sound slide program and a videotape will be developed.

43. CONTEMPORARY UKRAINIAN CULTURE IN PHILADELPHIA: AN EDUCATIONAL FILM

La Salle College
20th Street and Olney Avenue
Philadelphia, Pennsylvania 19141

Project Director: Leo Rudnytsky
Ethnic Group: Ukrainian Americans (Pennsylvania, Philadelphia)
Audience/Grade Level: Adult/Community Education; Student Materials (4-12)
Proposed Budget: $52,110.00

This project will produce a 50-minute, 16mm, color educational film that will depict the contemporary culture and lifestyle of the Ukrainian community in Philadelphia. The film will be organized around a series of fast-moving vignettes which present a mosaic of Ukrainian American life. Particular emphasis will be placed on children and adolescents. The film will be made available to elementary and secondary schools and to community/civic organizations.

Texas

44. AIM: AIDING THE INFUSION OF MULTICULTURALISM

Education Service Center, Inc.
Region 20
1550 N.E. Loop 410
San Antonio, Texas 78209

Project Director: Dwain M. Estes
Ethnic Group: Multiethnic
Audience/Grade Level: Teacher Education (K-6); Teacher Resources (K-6)
Proposed Budget: $60,000.00

This project will augment and disseminate the ethnic/culturally related materials available from the Institute of Texan Cultures and the ESC-20 Instructional Media Center and will train elementary school teachers and social studies supervisors in the 14-county service area of Region 20 in the use of these materials. A guide that will identify materials that teachers may use to teach a wide variety of concepts dealing with ethnic heritage in the K-6 social studies curriculum will be developed. A series of multimedia kits will be made available to teachers, and workshops will be conducted.

45. MAINSTREAMING THE MEXICAN AMERICAN

Hidalgo County Library System
100 North Closner
Edinburg, Texas 78539

Project Director: Mary Kay Donahue
Ethnic Group: Mexican Americans
Audience/Grade Level: Adult/Community Education; Student Materials (9-12)
Proposed Budget: $31,466.00

The public libraries of Hidalgo County, Texas have developed one of the nation's largest and best Mexican American/Mexican culture collections. In this project the eight public libraries and two high school libraries will provide access to each other's collections for both students and the general public via a computer-produced union catalog-on-microfilm. The number of ethnic studies materials made available to students will be maximized.

46. ARCHIVES AND TEXTBOOKS, A NEW LEASE ON LIFE: THE IDENTIFICATION, ACQUISITION AND PRESERVATION OF MEXICAN AMERICAN PRIMARY SOURCE MATERIAL

University of Texas
The General Libraries
Austin, Texas 78712

Project Director: Harold W. Billings
Ethnic Group: Mexican Americans
Audience/Grade Level: Adult/Community Education
Proposed Budget: $60,000.00

This project intends to improve the availability and accessibility of Mexican American archival materials and sources of information to the educational community and the community at large. The project will first identify and evaluate Mexican American archival and primary source materials dating from 1848 to the present. Particular emphasis will be placed on family and organizational records located in Texas and the Southwestern United States. The project will then purchase an estimated 13 to 14 collections. A guide to the Mexican Americans archives and two instructional supplements will be developed and distributed.

Virginia

47. INSTRUCTION TRAINING CURRICULUM DEVELOPMENT MODEL FOR CULTURAL AWARENESS

George Mason University
College of Arts and Science
4400 University Drive
Fairfax, Virginia 22030

Project Director: Lillian Anthong Welch
Ethnic Group: Black Americans (Northern Virginia)
Audience/Grade Level: Student Materials (9-12)
Proposed Budget: $53,774.00

The purpose of this project is to develop a model curriculum for cultural awareness, with the major focus on the Black American ancestry and birthright in the Gum Springs community of Virginia. Black Americans working on the project will write the curriculum using information and data provided to them through a series of workshops and seminars. A review and critique of the literature will also be undertaken. The curriculum developed will be used in secondary schools.

Washington

48. MUCKLESHOOT LANGUAGE AND HISTORY

Auburn School District #408
915 Fourth Street, N.E.
Auburn, Washington 98002

Project Director: Virginia Cross
Ethnic Group: American Indians (Muckleshoot)
Audience/Grade Level: Adult/Community Education; Student Materials (K-12)
Proposed Budget: $38,775.00

This project will develop a Muckleshoot language program for Indian students, as well as a coordinated history program for the Muckleshoot Indian tribe. The materials, which will be field tested, will be used in the schools and with adults.

49. TEACHING BEYOND THE COLOR LINES – ETHNIC STUDIES

Skagit Valley College
Ethnic Studies Department
2405 East College Way
Mount Vernon, Washington 98273

Project Director: Theophilus W. Mungen
Ethnic Group: Multiethnic (with emphasis on American Indians, Asian Americans, Black Americans, and Mexican Americans)
Audience/Grade Level: Teacher Education (K-12)
Proposed Budget: $14,941.85

The project plans to provide a two-week teacher training program for 30 participants from elementary and secondary schools in Skagit, San Juan, and Island Counties (located in northwestern Washington State). During the summer session, instructors and participants will develop individual learning packages for use in their district schools. The packages, which will be field tested, will contain historical and cultural information about ethnic minorities.

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Part III

1980 Projects

Alaska

1. ALEUT ETHNIC HERITAGE PROJECT

Aleutian/Pribilof Islands Association
1689 C Street
Anchorage, Alaska 99501

Director: Paul Merculief

Ethnic Group: Aleutian Americans

Audience: Teacher resources (K-16)

Funding: $60,496.00

The Aleutian/Pribilof Islands Association will conduct research and publish a book on Aleuts. Research will include cataloging Aleut holdings in museums and archives in the United States and Europe, translating selected examples of Aleut-related manuscripts, and photographing Aleut artifacts hitherto unknown or unavailable to the Aleut people. The book will be disseminated to educators, libraries, museums, and curriculum developers throughout the United States for use as a reference and as a resource in the production of curriculum materials. The association will also develop a library and serve a clearinghouse function for materials and research on Aleutians.

Arizona

2. HOTEVILLA-BACAVI COMMUNITY SCHOOL HOPI CULTURAL VIDEO RESOURCES DEVELOPMENT PROJECT

Hotevilla-Bacavi Community School Board of Education, Inc.
P.O. Box 48
Hotevilla, Arizona 86030

Director: Denis F. Viri

Ethnic Group: American Indian (Hopi)

Audience: Student materials (K-8), adult/community education

Funding: $60,230.00

The Hotevilla-Bacavi Community School Board will develop 25 videotapes detailing the cultural and ethnic heritage of the Hopi. Examples of topics include Hopi history, storytelling, arts, crafts, music, and geography. Curriculum guides for primary, intermediate, and middle levels will be developed to enable use of the videos in classroom settings. Many of the tapes will be narrated in Hopi language, allowing for bilingual instruction. Dissemination will focus on the school community and other schools on the Hopi reservation.

3. CULTURAL HERITAGE AWARENESS FOR NEW GOALS IN EDUCATION (CHANGE)

Phoenix Union High School District #210
2526 West Osborn Road
Phoenix, Arizona 85017

Director: June LeSueur

Ethnic Group: American Indians (Arizona), Asian Americans, Black Americans, Mexican Americans

Audience: Student materials (10), teacher education (10)

Funding: $47,075.00

Curriculum materials demonstrating the contribution of designated ethnic groups to the Southwest will be developed by Project CHANGE. Inservice training in the use of materials will be conducted for 30 teachers of Arizona history/government, the course in which the materials will be used. The contributions of Asian, Black, Mexican, and Native Americans to Arizona and the Southwest will be featured.

California

4. ARMENIAN HERITAGE AND ACCULTURATION FILMS

Armenian Film Foundation
4250 Wilshire Boulevard
Los Angeles, California 90010

Director:	J. Michael Hagopian
Ethnic Group:	Armenian Americans
Audience:	Student materials (7-12)
Funding:	$54,978.00

The Armenian Film Foundation proposes to produce two 14-minute 16mm films for junior and senior high school students. The Heritage of the Armenians will cover highlights of important eras of Armenian history, the basic value systems of the Armenian people, and their artistic and cultural contributions. The Armenian heritage will be related to other cultures and ethnic groups, providing a perspective for viewing the Armenian heritage. The Armenian Experience in and Contributions to America will show the similarity of the Armenian immigrants' experiences to those of other ethnic groups and detail the processes of Americanization and acculturation. An extensive field-test and dissemination plan is included in the proposal.

5. MANONGS FILM PROJECT

Asian-American Media Center, Inc.
275 15th Avenue
San Francisco, California 94118

Director:	Christopher Chow
Ethnic Group:	Chinese Americans, Filipino Americans
Audience:	Student materials (13-16), adult/community education
Funding:	$57,506

The Manongs Film Project will produce a one-hour 16mm color film on the elderly tenants of residential hotels in San Francisco's Chinatown/Manilatown community. First-person interviews, photographs, documents, and historical archives will be combined to cover topics such as immigration history, labor history, personal hopes and dreams, current living conditions, and daily lives of the two groups. The film will be field tested by ten university professors and disseminated by the grantee.

6. A CURRICULAR INDUCTION FOR RAZA STUDENTS

Contra Costa Community College District
Los Medanos College
2700 East Leland Drive
Pittsburg, California 94565

Director:	Vincent Custodio
Ethnic Group:	Mexican Americans
Audience:	Student materials (13-16), teacher education (13-16)
Funding:	$25,064.00

Los Medanos College has received funds to develop a model ethnic heritage instructional program for bicultural students of Spanish-speaking background. Faculty, staff, and administration of the college will engage in staff development on learning problems, course development, skills, and recruitment and retention of students. As a result of engaging in the program, students will learn more about their cultural heritage and its relationship to other groups in the United States. They will also upgrade their skills in reading, writing, math, studying, and use of the library. The program model and curriculum materials developed by the project will be disseminated.

7. RESPONSIVE MULTICULTURAL BASIC SKILLS PROJECT

Far West Laboratory for Educational Research and Development
1855 Folsom Street
San Francisco, California 94103

Director:	Francione N. Lewis
Ethnic Group:	Multiethnic

Audience: Student materials (2-3), teacher education, adult/community education

Funding: $60,967

The two goals of this project are to assist teachers and parents in documenting multicultural experiences, integrating them with basic skills activities, and using them with second- and third-grade children. The resulting materials will be published and disseminated for use in related programs by the wider educational community. Eight teachers, four parents, and related students from two school districts will participate in the project.

8. THE ACCULTURATION OF THE BOAT PEOPLE IN AMERICA

Multicultural Media Associates
1252 La Granada Drive
Thousand Oaks, California 91360

Director: J. Michael Hagopian

Ethnic Group: Asian Americans, Vietnamese Americans

Audience: Student materials (6-8)

Funding: $52,271.00

Two films on Vietnamese refugees who have come to the United States during the past several years, will be produced by this project. The first film will focus on Vietnamese culture and history; the second will deal with the process of acculturation in the United States. It is hoped that, through viewing these films, nonminority elementary students will be more knowledgeable about and sensitive to the Asian students in their classrooms.

9. COMPREHENSIVE PROGRAM TO REDUCE CULTURE CONFLICT AND PROMOTE CULTURAL AWARENESS IN SCHOOLS WITH A HIGH DENSITY OF PACIFIC ISLAND STUDENTS

National Office of Samoan Affairs
1855 Folsom Street
San Francisco, California 94103

Director: Pat Luce/Adelua

Ethnic Group: Pacific Island Americans (Hawaiian, Guamian, Samoan)

Audience: Student materials (9-12), teacher education, teacher resources

Budget: $75,319.00

This project proposes to deal with Pacific Island immigrants to the U.S. mainland and the educational problems which they encounter in living here, particularly in California. Activities ' will include development of Pacific Island materials for use in reading, social studies, art, and music; inservice staff training to increase staff understanding of Pacific Island culture and values; development of a community resource book for use by parents; training of school counselors to provide services for parents as well as students; use of community resource people in the schools and field trips to the community; development of a teacher's guide detailing effective methods to use with Pacific Island students; and development of special evaluation instruments to measure student proficiency.

10. OUR ETHNIC HERITAGE: A CROSS CULTURAL CONTRACT

Oakland Unified School District
Division of Learning
1025 Second Avenue
Oakland, California 94606

Director: Dorothy Kokimota

Ethnic Group: Asian Americans (Cambodian, Laotian, Thai, and Vietnamese), multiethnic

Audience: Student materials (4-6)

Funding: $46,145.00

New units will be developed by this project and added to the existing ethnic heritage curriculum guide of the Oakland public schools. These units will be focused on "new Americans"--Cambodian, Laotian, Thai, and Vietnamese immigrants. In addition, information on cultural attitudes toward schooling will be gathered and added to the guide. The materials will be field tested and disseminated, and teachers in all the Oakland elementary schools will be trained in their use.

11. TRANSCULTURAL EDUCATION: A LEARNING PROCESS

Systems for Integrated Society, Inc.
26430 Via Marquette
Lomita, California 90717

Director: Faizunisa A. Ali

Ethnic Group: Multiethnic

Audience: Teacher education (K-12)

Funding: $52,100.00

The goal of this project is to foster culturally pluralistic classrooms and an integrated school community through teacher training. Four hundred and eighty school personnel from Los Angeles will attend intensive training programs with five major components: racial awareness, cooperation systems, innovative approaches to multicultural education, transcultural learning, and curriculum development and implementation.

Colorado

12. TEXTBOOK ACCURACY FOR ALL AMERICANS

Education Commission of the States
1860 Lincoln Street, Suite 300
Denver, Colorado 80295

Director: Lee Antell

Ethnic Group: American Indians

Audience: Student materials (K-12)

Funding: $81,344.00

The primary goal of this project is to improve the image of American Indian people in school textbooks. Four major activities will be undertaken by the project: (1) identifying the textbook-selection process currently used by the 50 states, (2) recommending ways to adapt textbook-selection processes to avoid negative stereotyping, (3) working with the American Association of Publishers to develop textbook review criteria regarding American Indians, and (4) raising the awareness level of state political and educational leaders by developing a comprehensive policy recommendation regarding ethnic stereotyping.

13. INTERNSHIPS IN MULTICULTURAL EDUCATION IN THE WEST

Western Interstate Commission for Higher Education (WICHE)
Intern Program
P.O. Box P
Boulder, Colorado 80306

Director: Holly Zanville

Ethnic Group: Alaskan Natives, American Indians, Asian Americans, Black Americans, Mexican Americans (13 western states)

Audience: Student materials (K-16)

Funding: $54,550.00

This project proposes to use graduate and undergraduate college students as interns to assist elementary and secondary schools in preparing ethnic studies materials. Intern projects will be proposed by local school districts in 13 western states and interns will be assigned to 20 selected projects. Both background research and curriculum development will be conducted, depending on the needs of the district and the qualifications of the interns.

Connecticut

14. UNDERSTANDING AND DOCUMENTING THE HISTORY AND CULTURE OF FIVE MAJOR ETHNIC GROUPS IN THE GREATER MIDDLETOWN AREA

Wesleyan University
Graduate Liberal Studies Program
Wesleyan Station
Middletown, Connecticut 06457

Director: Phyllis Bruce

Ethnic Group: Black Americans, Irish Americans, Italian Americans, Jewish Americans, and Polish Americans

Audience: Adult/community education, teacher education

Funding: $43,191.00

Wesleyan University will offer four courses for teachers and community service personnel. Three will be cross-cultural, focusing on contributions of ethnic groups in Middletown, Connecticut. The history of an ethnic neighborhood and its changing identity will be the focus of one course. The folk art, folklore, architecture, and art of Middletown's ethnic groups will be the content of a second course, with a third focusing on ethnic music. The fourth course will be a basic survey of the history and culture of Blacks in Middletown. The project will also develop a film on ethnic contributions to art, architecture, folklore, music, oral history, and photographic artifacts.

Georgia

15. INTRODUCTION TO ETHNIC MUSIC

Spelman College
350 Spelman Lane, Southwest
Box 109
Atlanta, Georgia 30314

Director: Vada E. Butcher

Ethnic Group: American Indians, Black Americans, Mexican Americans, Puerto Rican Americans

Audience: Student materials (9-14)

Funding: $46,990.00

Spelman College will develop a course in ethnic music for senior high school and lower-level college students using the music of Blacks, Native Americans, Mexican Americans, and Puerto Ricans. Part 1 of the course will introduce students to the elements of music as heard in the compositions of the ethnic groups. Part 2 will explore the cultural history of the United States as documented in this music. The third part will examine the music of these ethnic groups as interpreters of the tradition as well as the current concerns of their originators. A text will be produced for use in exploring the cultural heritage of minorities in the United States through their music.

Illinois

16. ILLINOIS PROJECT FOR THE MULTICULTURAL ETHNIC TRAINING PROGRAM ON ASIAN-AMERICAN HERITAGE

Chicago Consortium of Colleges
and Universities
2235 North Sheffield Street
Chicago, Illinois 60614

Director: Shinae Chun

Ethnic Group: Asian Americans (Northern Illinois)

Audience: Teacher education (K-12)

Funding: $53,838.00

Fifteen local training sessions, a statewide conference, and a summer institute will be conducted for teachers in northern Illinois by this project. The content focus of these sessions will be on Asian Americans. Knowledge of their specific ethnic heritage and contributions and skills in creating curriculum materials and programs will be taught in the training sessions. A teacher-training module and list of materials will be developed.

17. REPLICATIVE CULTURAL EXPERIENCES IN NATIVE AMERICAN STUDIES

Foundation for Illinois Archaeology
Special Field Schools
Native American Studies Program
P.O. Box 1499
Evanston, Illinois 60204

Director:	Clark Hinsdale
Ethnic Group:	American Indians (Woodland)
Audience:	Student materials (5-9), teacher education
Funding:	$57,500.00

Using archaeological and ethnographic data, teachers will study how Native Americans used their environment. A series of four workshops will be held concentrating on four aspects of the Woodland Indian tradition--canoe building/woodworking, ceramics, mat weaving, and house construction. Following the two-week workshops, teachers will prepare audiovisual materials and teachers' guides for classroom use. They will field test the materials and revise them if necessary, after which the materials will be duplicated and disseminated. Each workshop will accommodate from ten to twelve teachers.

18. ETHNIC SURVIVAL: A MULTI-MEDIA MODEL FOR PRESERVATION OF ETHNIC HERITAGE IN AN ALTERNATIVE EDUCATIONAL SYSTEM

Lithuanian Institute of Education, Inc.
Office of the Rector
5620 South Claremont Avenue
Chicago, Illinois 60636

Director:	John A. Rackauskas
Ethnic Group:	Lithuanian Americans
Audience:	Student materials (K-12), teacher resources (Lithuanian Community Schools)
Funding:	$50,000.00

Fifteen video presentations, based on interviews with aging Lithuanian-American scholars and educators, will be prepared. The subjects will be asked questions about changes they have observed in their lifetime within the Lithuanian-American community, principally in language, customs, arts, humanities, history, and politics. The resulting videotapes will be used in the Lithuanian Community School System, with Lithuanian social and religious institutions, and by sociologists studying immigration and ethnicity.

Indiana

19. A COMMUNITY-BASED MODEL FOR DEVELOPMENT OF ETHNIC HERITAGE STUDIES PROGRAMS

Indiana University Foundation
P.O. Box 1847
Bloomington, Indiana 47402

Director:	Norman V. Overly
Ethnic Group:	German Americans (New Harmony, Indiana)
Audience:	Student materials (6-8), teacher education, adult/community education
Funding:	$57,627.00

New Harmony, Indiana, will be the focus of this development project. Materials will be prepared in three areas--language arts, community development, and social change. The teams working on these materials will investigate the total cultural setting of New Harmony, past and present, in an effort to identify the ethnic roots of the community and those members who are of German extraction. At the same time, students enrolled in the course "Teaching in a Pluralistic Society" at the Bloomington and Indianapolis campuses of Indiana University will test the model for studying the community developed by the project.

Louisiana

20. CHERCHEZ LAS FEMMES--THE ROLE OF WOMEN IN PRESERVING ETHNIC IDENTITY: TRAINING THE TEACHER

University of Southwestern Louisiana
Department of History
East University Avenue
Lafayette, Louisiana 70504

Director:	Vaughan Baker
Ethnic Group:	Acadian (Cajun) Americans, Black Americans, Creole Americans, French Americans, German Americans, White Americans (St. Landry Parish, Louisiana)
Audience:	Teacher education (7-12)
Funding:	$43,308.00

Thirty educators, participating in a graduate-level course, will study the function of women in ethnic societies and in preserving their cultural heritage. In addition to hearing class lectures on the ethnic communities of St. Landry Parish, the participants will engage in field investigation of the role of women in preserving and transmitting cultural identity. They will gather resource materials and use them to develop multiethnic resource guides. After the course, the participants will teach these materials and conduct inservice training for other teachers in their schools.

Massachusetts

21. IRISH-AMERICAN STUDIES PROGRAM

Westfield State College
Department of History
Westfield, Massachusetts 01085

Director:	Catherine B. Shannon
Ethnic Group:	Irish Americans
Audience:	Teacher resources (13-16), adult/community education
Funding:	$54,000.00

In order to provide a more accurate picture of Ireland and Irish Americans, the Irish-American Studies Program of Westfield State College will (1) develop curriculum materials and teaching modules on Irish art, music, literature, and language, (2) sponsor public lectures and cultural events, (3) conduct research on today's Irish immigrants, and (4) disseminate materials to other educational institutions as well as to organizations concerned with Ireland and Irish culture.

Michigan

22. ETHNIC STUDIES TELECOURSE, AUDIO-VISUAL LIBRARY, AND PUBLIC BROADCAST SERIES

Detroit Educational Television Foundation
Education Division
7441 Second Street
Detroit, Michigan 48202

Director:	Otto Feinstein
Ethnic Group:	Multiethnic
Audience:	Student materials (9-16), adult/community education, teacher resources (9-16)
Funding:	$55,900.00

The purpose of this project is to collect, organize for use and distribution, and disseminate audiovisual materials produced by public funding such as Title IX. The materials will be organized as follows: (1) a 55-segment (30 minutes per segment) TV course for high school and college students, accompanied by written materials, the opening and closing segments of which will be produced by the project, (2) a series on ethnicity for broadcast on 250 public television stations, (3) an ethnic audiovisual library of annotated bibliographies, and (4) an inservice course for administrators and teacher trainers. A national teleconference through the nation's PBS stations will be used to allow potential users to view available materials.

23. ETHNIC HERITAGE STUDIES PROGRAM: 1980-81

Detroit Public Schools
Social Studies Department
5057 Woodward Avenue, Room 832
Detroit, Michigan 48202

Director: Karen R. Todorov

Ethnic Group: Multiethnic

Audience: Student materials (6-8)

Funding: $45,659.00

This project proposes to develop multiethnic curriculum materials for infusion in grades 6-8 language arts and social studies classes. The curriculum will be field tested in at least 16 middle schools and disseminated through workshops for local district personnel, curriculum specialists from other school districts, and community groups. Twenty-five teachers will work with the project director to develop the materials.

24. REDESIGNING THE TEACHER EDUCATION PROGRAM FOR EFFECTIVE IMPLEMENTATION OF MULTICULTURAL EDUCATION

Madonna College
36600 Schoolcraft Road
Livonia, Michigan 48150

Director: Norene Daly

Ethnic Group: Multiethnic

Audience: Teacher education (K-12)

Funding: $46,671.00

Madonna College proposes to establish a model preservice teacher education program which will integrate multicultural education into both the general studies and professional components. Activities supporting this objective will include workshops for the general college faculty, education department faculty, and cooperating teachers from local schools; incorporation of multicultural concepts and process into professional education courses, field experiences, and general curriculum; and production of a guidebook for use by teacher education institutions. Thirty inservice teachers will participate in a workshop to critique the curriculum design and guidebook. Five hundred copies will be produced for dissemination.

25. MULTICULTURAL AWARENESS AND SENSITIVITY TEACHER TRAINING PROGRAM WITH EMPHASIS ON STUDENTS OF PREVIOUSLY "NEGLECTED" ETHNIC GROUPS

Wayne State University
Center for Urban Studies
5229 Cass Avenue
Detroit, Michigan 48202

Director: Sameer Y. Abraham and Malvina Hauk Abonyi

Ethnic Group: Arab Americans (Lebanese, Palestinian/Jordanian, Yemeni), Iraqi-Chaldeans

Audience: Teacher education (K-12)

Funding: $59,767.00

Forty teachers from schools containing large concentrations of Arab and Iraqi-Chaldean children will participate in this training program. Five one-day workshops will be held, each consisting of a half-day general session and a half-day practicum. The practicums will focus on specific tasks to be completed during the four-week period between workshops which have been identified by participants, staff, and advisory board. Examples of tasks are an ethnic census of classrooms, analysis of a specific problem such as parent relationships or language barriers, and attempts to resolve classroom problems using techniques learned in the workshops. The manual for teacher trainers which will be prepared and disseminated will contain the completed curriculum, the workshop format, and a bibliography of resource materials.

Mississippi

26. ETHNIC HERITAGE STUDIES LEARNING CENTER MATERIALS: DEVELOPMENT AND IMPLEMENTATION

Mississippi State University
Bureau of Educational Research
and Evaluation
P.O. Box 5365
Mississippi State, Mississippi
39762

Director: Leah T. Engelhardt

Ethnic Group: American Indians (Choctaw), Black Americans

Audience: Student materials (5-6)

Funding: $50,000

This project is designed to develop materials to be used in multimedia learning centers. The focus of the materials will be on the past, present, and future of Mississippi's two largest minority groups--Black Americans and the Mississippi Band of Choctaws. Products to be developed include narrative materials with illustrations, maps and charts, slides and cassettes, posters, a simulation game, evaluation materials, and a teacher's manual for the fifth- and sixth-grade levels. Workshops will be held throughout Mississippi to introduce the materials and demonstrate how they can be used as a separate unit as a supplement to the existing curriculum. Follow-through evaluation is planned.

New Jersey

27. ETHNIC HERITAGE STUDIES

Cumberland County College
P.O. Box 517
Vineland, New Jersey 08360

Director: Thomas H. Brown

Ethnic Group: American Indians (Lenni-Lenape), Asian Americans, Black Americans, Estonian Americans, German Americans, Greek Americans, Italian Americans, Japanese Americans, Jewish Americans, Korean Americans, Puerto Rican Americans, Russian Americans, Ukrainian Americans

Audience: Teacher resources (K-16), teacher education (K-12), adult/community education

Funding: $48,345.00

Cumberland County College will establish a regional multiethnic heritage studies center to house and disseminate ethnic heritage curriculum materials for use in schools and universities. Other activities of the center will include training for educators at all levels, a course for the general populace of Cumberland County, assistance to ethnic organizations in the form of seminars, publication of a monthly newsletter, a series of multiethnic cultural days at Cumberland College, a series of ethnic heritage presentations for cable television, and compilation and dissemination of information packets on the ethnic groups in the project. Each packet will include data on the history, economy, literature, art, drama, language, and culture of the ethnic group.

28. ETHNIC HERITAGE AND CROSS CULTURAL INSTRUCTIONAL MATERIALS: AN INQUIRY-ORIENTED APPROACH IN THE USE OF ITALIAN-BASED PRINT/SLIDE LESSONS

Fairleigh-Dickinson University
College of Education

Prospect Place
Rutherford, New Jersey 07070

Director: Filomena Peloro Del Olmo

Ethnic Group: Italian Americans

Audience: Student materials (7-12), adult/community education

Funding: $38,389.00

Materials will be developed by this project for teaching Italian ethnic heritage and cross-cultural education in social studies, foreign language, sociology, and anthropology classes. The materials will also be appropriate for use in community programs. The materials to be produced are three audiotapes for use in teacher workshops, 80-100 color slides portraying Italians and Italian Americans, a student booklet, and a teacher handbook. The student booklet will be organized into three parts: (1) a section on cultural pluralism and the social history of Italians in America, (2) a section on cross-cultural understanding, and (3) a series of seven model lessons in ethnic heritage and cross-cultural instruction.

29. PROJECT CUEH: CULTURAL UNDERSTANDING OF ETHNIC HERITAGE

Perth Amboy Board of Education
178 Barracks Street
Perth Amboy, New Jersey 08861

Address correspondence to:
Institute for the 21st Century
Trenton State College
Education Building, Suite 154
Trenton, New Jersey 08625

Director: Anthony E. Conte

Ethnic Group: Black Americans, Puerto Rican Americans

Audience: Student materials (K-12), teacher education

Funding: $63,194.00

Through a series of workshops, seminars, and orientation sessions with parents, students, teachers, and administrators, this project proposes to deal with four major needs of Hispanic (Puerto Rican) and Black students and parents. The areas of concern to be dealt with are knowledge of own and other cultures; academic dislocation, family stress, and faculty ethnic imbalance.

New York

30. DEVELOPMENT OF A MULTI-MEDIA CURRICULUM: ROOTS OF HISPANIC MUSIC AND CULTURE

Boys Harbor, Inc.
1 East 104th Street
New York, New York 10029

Director: Ramon Rodriguez

Ethnic Group: Caribbean Americans (Cubans, Dominicans, Puerto Ricans)

Audience: Student materials (7-9)

Funding: $58,792.00

Boys Harbor will develop three multimedia units on the music of the Caribbean: African and European Origins of Hispanic Music and Culture, Development of Caribbean Cultures, and The North American Experience. A teacher's guide will be developed to accompany each unit. The materials will be field tested with 11- to 14-year-olds in both community and school settings.

31. CHINESE ETHNIC HERITAGE CURRICULUM MATERIALS

China Institute in America, Inc.
125 East 65th Street
New York, New York 10021

Director: F. Richard Hsu

Ethnic Group: Chinese-Americans

Audience: Student materials (9-12), teacher education, adult/community education

Funding: $51,537.00

The China Institute in America will develop curriculum materials on the Chinese in America for use by high school students, teacher trainers, and community groups and make them available to members of the Chinese community. The curriculum materials will consist of seven parts: *Early Images*, *California's Earliest Sojourners*, *Four Fateful Decades: 1850-1890*, *Convenient Conformers*, *Demographic Details*, *Chinatown New York*, and *Chinese Americans--Today and Tomorrow*. Each part will contain narrative material, a discussion guide, recommended readings, and suggested projects and activities. There will be an overall bibliography, chronology, and index.

32. PROJECT CCC: CARIBBEAN CULTURES CURRICULA

Fordham University
Graduate School of Education
Learning Center/Community School
113 West 60th Street
New York, New York 10023

Director: Elaine J. Schwartz.

Ethnic Group: Caribbean Americans (Dominicans, Haitians, Jamaicans)

Audience: Student materials (K-9)

Funding: $59,885.00

Ten elementary school and ten junior high school teachers will participate in a year-long course at Fordham University School of Education's field location, the Learning Center. They will develop a lending library of 30 resource boxes on Haiti, Jamaica, and the Dominican Republic. Ten resource boxes will be developed for each country, covering its geography, history, society, economy, literature, art, music, drama, language, and general culture. In addition, three short musical playlets will be produced. The materials will be available for loan to all schools in the New York City area and will be reproducible by other prospective users.

33. A VILLAGE IN BALTIMORE

Hellenic American Neighborhood
Action Committee, Inc.
15 Park Row
New York, New York 10038

Address correspondence to:
1730 21st Street, Northwest
Washington, D.C. 20009

Director: Doreen Moses

Ethnic Group: Greek Americans

Audience: Student materials (9-16), adult/community education

Funding: $50,600.00

A Village in Baltimore will be the title of a one-hour 16mm documentary film produced by this project. The film will record the social organization, customs, traditional music, and religious rituals of the Karpathian Greek American neighborhood in Baltimore, Maryland. Specific focus will be on four women on the community and how their lives have been shaped by modern society and influenced by their traditional Greek heritage. An accompanying educational guide will include pre- and post-viewing activities, detailed descriptions of the traditional Greek elements in the film, selected bibliographies, and guidance on where to locate further information. A detailed distribution program is planned.

34. THE LOWER EAST SIDE: DEVELOPMENT OF DRAMATIC LITERATURE FOR ELEMENTARY SCHOOLS

Henry Street Settlement
Urban Life Center
265 Henry Street
New York, New York 10002

Director: Steven Tennen

Ethnic Group: Black Americans, Chinese Americans, Jewish Americans, Puerto Rican Americans

Audience: Student materials (4-6)

Funding: $58,868.00

Henry Street Settlement proposes to commission the writing of four plays dealing with the ethnic experiences of four groups who largely populate the Lower East Side of New York City. They will also develop classroom materials to assist students in viewing the plays and understanding the common as well as unique experiences of the ethnic groups. The plays will be performed and the classroom materials tested in New York's Community District #1.

35. HOUDENOSAUNEE HERITAGE STUDIES INSTITUTE

Native American Center for the
Living Arts, Inc.
466 Third Street
Niagara Falls, New York 14301

Director:	Heather Koeppel
Ethnic Group:	American Indians (Iroquois)
Audience:	Student materials (K-12)
Funding:	$51,537.00

The Houdenosaunee Heritage Institute will develop 12 multimedia kits focusing on the culture, history, traditions, arts, and contributions of the six nations of Iroquois Indians. The kits will contain color slides, filmstrips, photos, cultural objects, and a teacher manual with lesson plans, bibliography, and community resources. Teacher inservice training sessions will be held. Participants will identify stereotypes in existing curricula, receive instruction in the traditional values and cultural contributions of the Iroquois, and discuss methods for presenting the kits in the classroom. An active dissemination program is planned.

36. CARIB: CARIBBEAN AMERICANS RESIDE IN BROOKLYN

St. Mark's Day School
1346 President Street
Brooklyn, New York 11213

Director:	William Atkins
Ethnic Group:	Caribbean Americans
Audience:	Teacher education (preschool-9), adult/community education
Funding:	$51,516.00

St. Mark's, a private day school operated by the Episcopal church, will provide a series of inservice training workshops for 30 teachers from St. Mark's and P.S. 398 in Brooklyn. Parents and individuals from the community will also be invited to participate. Teachers will prepare, test, and revise a written curriculum guide following the workshops.

37. BUFFALO ETHNIC HERITAGE STUDIES PROGRAM

State University College at
Buffalo
SUNY/Research Foundation
Department of History
1300 Elmwood Avenue
Buffalo, New York 14222

Director:	Walter Drzewieniecki
Ethnic Group:	Estonian Americans, Italian Americans, Jewish Americans, Latvian Americans, Lithuanian Americans, Polish Americans, Ukrainian Americans
Audience:	Teacher education (5-12)
Funding:	$59,234.00

The major objective of this project is to train, through a series of workshops, elementary and secondary teachers to introduce ethnic studies in the classroom and to effectively use available ethnic heritage materials. Additional activities will include development of materals on ethnic groups not represented in currently available materials; presentation of a televised course in ethnic studies; organization and presentation of a series of ethnic displays, concerts, and festivals for students, faculty, ethnic groups, and the general public; and assistance to local ethnic organizations and interested individuals in developing programs and activities related to the history, culture, and traditions of their respective ethnic groups. Ethnic groups from the Balkan area countries will be the major focus of project activities.

38. THE INVISIBLE ONES: INDIAN CHILDREN IN SUBURBIA

State University College at
Geneseo
SUNY/Research Foundation
Geneseo, New York 14454

Director:	Ramon Rocha
Ethnic Group:	American Indians
Audience:	Teacher education (K-12)
Funding:	$35,651.00

Through a series of six workshops, a model for training teachers working with American Indian students in Title IV (Indian Education Act) and mainstreamed classrooms will be developed. Participants will include teachers, Title IV staff, parents, students, and preservice teachers. The six workshops will deal with goals clarification, evaluation and selection of media and materials, curriculum planning, instructional strategies, and evaluation procedures. The model will be disseminated to Title IV programs and other interested parties.

Ohio

39. ETHNIC ARTS AND ARTISTS: A PRODUCTION, DISSEMINATION, AND EXHIBITION GRANT

Kent State University
Television Services
Kent, Ohio 44242

Director:	Edward J. Jurewicz
Ethnic Group:	Eastern European Americans, Southern European Americans
Audience:	Student materials (9-16), adult/community education
Funding:	$59,957.00

Television Services of Kent State University will produce three half-hour television documentaries on Eastern and Southern European ethnic art in America. The program will expose the viewer to the traditional arts and crafts of these groups as well as to more-modern modes of creative expression used by third- and fourth-generation ethnics. The resulting programs will be broadcast regionally and disseminated nationally.

40. SLOVENIAN HERITAGE STUDIES KIT

Slovenian Research Center of
America, Inc.
29227 Eddy Road
Willoughby Hills, Ohio 44092

Director:	Giles E. Gobetz
Ethnic Group:	Slovenian Americans
Audience:	Student materials (5-12), adult/community education
Funding:	$38,000.00

This project will develop the Slovenian Heritage Studies Kit, comprising three documents: Slovenian Americans: Highlights of Their History, Customs, and Contributions, a concise, objective account of the Slovenians in America; Slovenian American Success Stories, a juvenile book highlighting Slovenian contributions to religion, education, literature, art, science, industry, business, music, politics, professions, and sports; and Slovenian American Pictorial History, pictorial materials presenting a cross-section of photographs of Slovenian American ethnic life and accomplishments accompanied by brief explanatory texts. The kits will be disseminated to schools and libraries free of charge.

Oklahoma

41. CROSSROADS OKLAHOMA

Oklahoma State University
Department of Sociology
006 Classroom Building
Stillwater, Oklahoma 74078

Director: Donald N. Brown

Ethnic Group: American Indians, Black Americans, German Americans, Mexican Americans, Vietnamese Americans

Audience: Student materials (13-16), adult/community education, teacher education (9-12)

Funding: $45,982.00

"Crossroads Oklahoma" will develop eight slide/tape sets and accompanying manuals on the predominent ethnic groups of Oklahoma. Six will focus on ethnic communities; the other two will present an overview of the multiethnic nature of Oklahoma and a summary analysis of the process through which people of many ethnic backgrounds have been integrated into the state's population. The presentations will be first-person narratives, using photographs from historical collections as well as illustrations produced for the project. Dissemination will be through on-campus courses and off-campus adult continuing education courses. A summer workshop will be held for secondary teachers interested in using the materials.

42. PROJECT AWARE

University of Oklahoma
Southwest Center of Human Relations Studies
555 Constitution
Norman, Oklahoma 73069

Director: Ira Eyster

Ethnic Group: American Indians (Cheyenne-Arapaho)

Audience: Student materials (5-9), teacher education, adult/community education

Funding: $60,780.00

The overall goal of this project is to promote cultural understanding between the Cheyenne-Arapaho of Western Okalhoma and the non-Indian community of that area. Project activities, which will take place in a six-county area of Western Olahoma, will be (1) development of learning experiences for use in Oklahoma history courses which capture highlights of the culture and history of the Cheyenne-Arapaho Indians, (2) development of two drama/music presentations, (3) increasing the resources in the Black Kettle and Cheyenne-Arapaho museums, including development of a demonstration by Cheyenne-Arapahoe adults on music, art, storytelling, and crafts aspects of their culture, (4) development of a slide presentation for use at the museum, and (5) training of key personnel from 12 school districts in the area.

Oregon

43. CULTURAL HERITAGE STUDIES PROGRAM

Portland State University
Northwest Projects Office for
Educational Services
Box 751
Portland, Oregon 97207

Director: Ralph T. Nelsen

Ethnic Group: Multiethnic (Northwest United States)

Audience: Student materials (K-12), teacher resources

Funding: $51,485.00

Portland State University plans to serve as a regional dissemination and technical assistance center to the Pacific Northwest in ethnic heritage studies. A variety of services will be provide, including materials selection and evaluation, technical assistance in adapting multicultural education programs, training, and conferences.

Pennsylvania

44. DOCUMENTATION AND CURRICULUM KITS OF HUNGARIAN RESOURCES IN THE PITTSBURGH METROPOLITAN REGION

American Hungarian Educators' Association
5600 Forbes Avenue
Pittsburgh, Pennsylvania 15217

Director: Paul Body

Ethnic Group: Hungarian Americans (Pittsburgh)

Audience: Student materials (7-16), adult/community education

Funding: $37,000.00

Ten curriculum kits on the history, culture, and traditions of Hungary and Hungarian Americans will be produced by this project. Special consideration will be given to Hungarian Americans in the Pittsburgh area. Appropriate resource materials will be identified and evaluated for possible inclusion in the kit After publication, a program of distribution will be undertaken. The materials will be demonstrated to educators and community ethnic groups.

45. ETHNIC HERITAGE STUDIES PROGRAM GRADE 8 U.S. HISTORY

Pittsburgh School District
341 South Bellefield Avenue
Pittsburgh, Pennsylvania 15213

Director: Raymond McClain

Ethnic Group: Multiethnic

Audience: Student materials (8-9), teacher education

Funding: $35,000

The Pittsburgh schools will develop units of study to be integrated into eighth-grade U.S. history and ninth-grade social science courses. The eighth-grade unit will focus on various aspects of immigration to Pittsburgh. A unique feature of this unit will be a visit to the University of Pittsburgh's nationality rooms. The ninth-grade unit will be about a significant aspect of ethnic life--the ethnic church. The locations, functions, art, architecture, and roles of ethnic churches will be treated, and trips to ethnic churches will be featured. At least 28 district ethnic groups in the Pittsburgh area will be studied. Inservice training in use of the materials will be conducted for all eighth- and ninth-grade social studies teachers.

46 PROJECT TO PROMOTE CHILDREN'S ETHNIC UNDERSTANDING AND PRIDE

Research for Better Schools, Inc.
Development Division
444 North Third Street
Philadelphia, Pennsylvania 19123

Director: Joseph J. D'Amico

Ethnic Group: Multiethnic (South and Southwest Philadelphia)

Audience: Student materials (5-10), adult/community education

Funding: $55,357.00

Research for Better Schools will (1) plan, develop, and produce a guide for children ages 10 to 15 consisting of ethnic community histories and learning activities designed to promote ethnic understanding and pride, (2) plan, develop, and produce an instructional supplement to the guide designed to help adults who are using the guide with children, (3) disseminate the guide and supplement to community groups interested in conducting youth programs in ethnic heritage, and (4) offer technical assistance in the form of workshops and back-up support to community groups interested in developing youth programs in ethnic heritage which use the guide and supplement.

Texas

47. LA RAZA POR MEDIO DE LA FAMILIA

Austin Community College
P.O. Box 2165
Austin, Texas 78768

Director: Kay Sutherland

Ethnic Group: Mexican Americans

Audience: Student materials (9-16), teacher resources, adult/community education

Funding: $54,257.00

The goal of this project is to produce two complementary products: (1) a book of life histories of influential Chicanos and Chicanas from the family perspective and (2) a set of half-hour videotapes centered around each one of the book's themes. Thirteen men and women who are influential in their fields--music, art, writing, education, scholarship, business, and politics--will be interviewed. The interviews and the videotapes will focus on themes important to Chicanos: the family, the movement, the culture, minority socialization, and values. The project plans to secure a distributor for both the book and the videotapes.

48. ETHNIC HERITAGE STUDIES PROGRAM

Education Service Center,
Region 20
1550 Northeast Loop 410
San Antonio, Texas 78209

Director: Dwain M. Estes

Ethnic Group: Multiethnic

Audience: Teacher education (7-12), teacher resources (7-12)

Funding: $50,000.00

The Region 20 Education Service Center, which provides educational support services to 14 Texas counties, proposes four major activities to serve secondary-level social studies teachers in its service areas: (1) development of a curriculum guide that correlates available ethnic heritage materials with 25 concepts from Texas history, U.S. history, and world history for grades 7-12, (2) production of 25 multimedia kits with accompanying videotapes on each ethnic heritage concept, (3) training of 100 social studies teachers and supervisors in the skills and knowledge necessary for using the kits, guides, and videotapes, and (4) provision of technical assistance to the 100 workshop participants in developing and using the materials. The kits will be circulated by the Center after completion of the project.

49. ETHNIC HERITAGE STUDIES LABORATORY

Education Service Center,
Region 2
209 North Water Street
Corpus Christi, Texas 78413

Director: Louis E. Holder

Ethnic Group: Black Americans, Czech Americans, German Americans, Jewish Americans, Mexican Americans, Polish Americans

Audience: Adult/community education, teacher education (K-12), teacher resources (K-12), student materials (K-12)

Funding: $52,125.00

The Region 2 Education Service Center, which serves 45 school systems, will involve personnel from these systems and community members (representing six culture groups, parents, and students) in the development and field testing of (1) instructional modules for classroom use, (2) a staff-development model to improve teachers' competencies in ethnic heritage studies materials selection and instruction, and (3) support services to community agencies in developing community-based cultural awareness activities. The center will serve as a laboratory for schools and community agencies. Upon completion of the project, materials developed during each activity will be published by the center along with a model for the establishment of a laboratory by other schools and agencies.

Virginia

50. DEVELOPMENT, EVALUATION, AND PUBLICATION OF A BLACK FOLKLORE FUN/WORKBOOK

Children's Television International
Skyline Center, Suite 1207
5205 Leesburg Pike
Falls Church, Virginia 22041

Director: Walterene Swanston

Ethnic Group: Black Americans

Audience: Student materials (3-6)

Funding: $47,993.00

Children's Television International will design and publish a fun/workbook to introduce and clarify concepts of black folklore. The first part of each lesson in the workbook will be keyed directly to the television series Gettin' to Know Me and would reinforce understanding of the concepts in the series for those readers who have viewed it. However, these and the activities which follow can be used independently as teaching and learning tools. The workbook will be especially appropriate for children for whom nonstandard English is the main language of communication. Although it is keyed to the black folklore content of Gettin' to Know Me, the fun/workbook will have activities based on folklore concepts that are present in many ethnic groups.

51. A MULTIETHNIC CURRICULUM FOR ELEMENTARY AGE EDUCABLE MENTALLY RETARDED CHILDREN

Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

Director: Philip C. Chinn

Ethnic Group: American Indians, Asian Americans, Black Americans, Mexican Americans, Puerto Rican Americans

Audience: Student materials (educable mentally retarded, chronological age 9-12 years)

Funding: $60,548.00

Six curriculum units for use by educable mentally retarded intermediate-age elementary school children will be designed by this project. Five units will focus on the historical, geographic, and economic significance and contributions to American society of five ethnic groups. A section in each unit will include biographical sketches of selected historical and contemporary individuals from that group who have made an impact on American society. Worksheets, activities, and instruction for use of the units will be included. The sixth unit will emphasize the pluralistic nature of the United States and the necessity for various ethnic groups to work together to promote a better and more harmonious country. The units will be made available for dissemination.

Washington

52. CHICANO AND INDIAN EDUCATION CURRICULUM DEVELOPMENT

Eastern Washington University
Chicano Education and Indian Education Programs
Monroe Hall 198
Cheney, Washington 99004

Director: Esteban Sena

Ethnic Group: American Indians and Mexican Americans

Audience: Student materials (13-16)

Funding: $58,724.00

Curriculum materials dealing with Chicano and Indian history, culture, and contemporary issues will be developed and field tested in university courses to ascertain their effectiveness. The materials will be interdisciplinary, making them more useful to a cross-section of the university community. Present plans call for materials on the following topics related to Chicanos: history, culture, art, dance, psychology, and contemporary issues. Materials on American Indians will include northwest tribal history culture, art with emphasis on northwest tribes, literature, psychology and social services, and contemporary issues. It is hoped that these materials will eventually be used throughout the university as the bases for a variety of courses on Chicanos and American Indians.

53. OUR LIVING ETHNIC HERITAGE GUIDE

Seattle Public Library
1000 Fourth Avenue
Seattle, Washington 98104

Director: Jean Coberly

Ethnic Group: Multiethnic

Audience: Teacher resources (K-12), adult/community education

Funding: $50,830

The Seattle Public Library, working coopeatively with the Seattle and Bellevue Public Schools and the Ethnic Heritage Council of the Pacific Northwest, will produce a resource guide to organizations concerned with the preservation of ethnic heritage. *Contact: Our Living Ethnic Heritage Guide* will contain an introduction, a list of ethnic organizations incorporating brief histories and resources available from the organizations, a list of ethnic cultural resources available outside the organization, and a guide to developing curriculum using the organizations and resources listed. The guide will identify and describe at least 70 different ethnic community groups in the Seattle area.

54. ETHNIC HERITAGE STUDIES PROJECT

United Indians of All Tribes Foundation
Community Educational Services
1515 Dexter Horton Building
Seattle, Washington 98104

Director: Colleen E. Neal

Ethnic Group: American Indians

Audience: Teacher education (9-12), teacher resources (9-12)

Funding: $55,544.00

The United Indians of All Tribes Foundation (UIATF) will work with four Seattle-area school systems to promote intercultural understanding among American Indians and other ethnic groups. Project activities will include inservice workshops for secondary teachers, development of a manual describing ways to adapt a curriculum and teaching methods related to American Indians, and development of three books for use by high school teachers and students: *Indian Corn: A Cross-Cultural Casebook*, *From Free Range to Reservation: Indian Cultural Change in Washington State, 1855-1934*, and *Implementing Native American Curriculum*. A program of evaluation and dissemination is planned.

Western Caroline Islands

55. ETHNIC HERITAGE PROGRAM

Palau Modekngei Learning Center
P.O. Box 130
Palau, Western Caroline Islands
96940

Director: Valentino Emesiochl
Ethnic Group: Micronesians
Audience: Student materials (9-12), teacher education (9-12)
Funding: $43,935.00

Teachers of social studies and culture studies from Palau will participate in a series of workshops throughout the project period to develop materials and instructional strategies and to receive training necessary to transmit ethnic studies to students. The ultimate goal of the program is to inculcate into staff, teachers, and students a positive regard for their own ethnic backgrounds and cultures and for the multiethnic heritage shared across district boundaries throughout Micronesia.

Wisconsin

56. ETHNIC HERITAGE: A TRAINING PROGRAM FOR AREA SCHOOLS IN NORTHERN WISCONSIN AND NORTHERN MICHIGAN

Northland College
1411 Ellis Avenue
Ashland, Wisconsin 54806

Director: Stuart Lang
Ethnic Group: Italian Americans, Scandinavian Americans, Slavic Americans (Northern Wisconsin and Northern Michigan)
Audience: Teacher education (K-16), adult/community education
Funding: $45,190.00

The goal of this project is twofold: (1) to provide residents of the target area (Northern Wisconsin and Northern Michigan) with enhanced knowledge about their multiethnic heritage and (2) to provide educators with the skills and resources needed to effectively transmit the knowledge about ethnic heritage to young persons and others. The project staff hopes to accomplish this through development, resource collection, and training. Specific activities will include collecting existing materials, assessing local information needs, training local educators and others in the use of materials, developing a guidebook to available materials, and producing two sound/slide shows. One audiovisual presentation will illustrate the process of teaching ethnic heritage materials; the other will illustrate the general ethnic character of the target region.

57. DEVELOPMENT OF CURRICULAR MATERIALS FOR STUDYING HISTORY AND FUNCTIONS OF OJIBWA DRESS COMPARED TO WHITE AMERICAN DRESS

University of Wisconsin
School of Family Research and
Consumer Sciences
1300 Linden Drive
Madison, Wisconsin 53706

Director: Betty Wass
Ethnic Group: American Indians (Ojibwa)
Audience: Student materials (6)
Funding: $34,035.00

This project involves preparing a curriculum module of six lessons that compare the traditional Ojibwa Indian dress with White American dress. Components of the module will consist of slides of Ojibwa dress that illustrate a variety of significant styles, show a range of artistic skills, fulfill a variety of functions, and represent a chronological sequence from the 1700s to the present. Slides of White American dress representing the same period and fulfilling the same functions will also be included. Activity sheets suggesting craft activities and topics for discussion will be included. The materials will be field tested in sixth-grade home economics classes in four schools near the Ojibway Reservation in Lac du

Flambeau, Wisconsin. Two of the schools have a predominantly American Indian student population and two are predominantly White. The materials will be revised on the basis of the field test and made available for use in Wisconsin schools.

58. CULTURAL TRAINING CENTER

University of Wisconsin/Oshkosh
Multicultural Education Center
800 Algoma Boulevard
Oshkosh, Wisconsin 54901

Director: Charles Taylor

Ethnic Group: American Indians, Black Americans, Mexican Americans

Audience: Teacher education

Funding: $41,980.00

The Cultural Training Center will provide training for upper-level undergraduate and graduate students who plan to seek employment in education, social work, or human services. Students will participate in a live-in cultural experience in a Black, Chicano, or American Indian community for 14 weeks out of a 17-week semester. During the first two weeks of the semester, students will be oriented to key aspects of the culture of these groups. The orientation curriculum is designed to give students specific skills and knowledge that will allow them to work effectively in minority communities. They will then be provided with direct experience through field placement at human service agencies. A weekly seminar will accompany the 14-week field placement.

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Northern Wisconsin 56

Northwest United States 43

Pittsburgh, Pennsylvania 44

St. Landry Parish, Louisiana 20

South and Southwest Philadelphia, Pennsylvania 46

Western United States 13

Appendix

STATISTICAL DATA

STATISTICAL DATA

Ethnic Studies Projects Awarded by State, 1974-1980

Between 1974 and 1980, 361 Ethnic Heritage Studies projects were funded by the U.S. Department of Education under Title IX, ESEA. The grants were fairly well distributed throughout the United States (see Table 1).

The largest number of awards was made to institutions in New York state; 44 groups in New York--or 12 percent of the 361 projects--received grants between 1974 and 1980. California was second with 31 grants, or 9 percent of the 361 awards. Eleven states--Colorado, Connecticut, District of Columbia, Illinois, Massachusetts, Michigan, New Jersey, Ohio, Pennsylvania, Texas, and Washington--received fewer than 20 but more than 9 awards. Each of the remaining states (with the exception of Tennessee, which received no grants) received between 1 and 9 grants. Six grants went to U.S. territories.

Types of Organizations Awarded Ethnic Studies Grants, 1974-1980

Ethnic Heritage Program Studies grants were awarded to 366 groups from 1974 through 1980* (see Table 2). The recipients of 40 percent of the grants were colleges and universities; 20 percent of the grants went to schools, school districts, state departments of education, or boards of education; 15 percent to ethnic organizations; 6 percent to professional organizations; 4 percent to educational centers; 4 percent to not-for-profit educational organizations; 2 percent to community groups; and 2 percent to historical societies. The remaining 7 percent of the groups awarded grants comprised museums, religious groups, research and development groups, libraries, a board of cooperative educational services, a day care center, a radio station, a teacher center, television stations, and two miscellaneous groups.

Ethnic Group Focus of Ethnic Studies Projects, 1974-1978

Of the 255 projects funded from 1974 through 1978, 42 percent (107 projects) focused on only one ethnic group, 33 percent (83 projects) focused on several ethnic groups, and 25 percent (65 projects) took a multiethnic approach* (see Table 3).

The 190 projects which were either monoethnic or had a multiple ethnic group approach treated a total of 71 ethnic groups (see Table 4). Black Americans, the most-often-treated ethnic group, were the subject of 54 projects. American Indians were the subject of 52 projects. Eleven ethnic groups--Asian

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*Between 1974 and 1980, 361 projects were funded. Of these, five were joint projects involving two organizations each; thus a total of 366 organizations received awards. Although some organizations received more than one Title IX grant during the period, each is counted once for each grant received for the purposes of this statistical analysis.

*A multiethnic approach is defined here as a general way of looking at or studying ethnicity or cultural pluralism, without focusing on one or more specific ethnic groups.

Americans, Chinese Americans, German Americans, Greek Americans, Irish Americans, Italian Americans, Japanese Americans, Jewish Americans, Mexican Americans, Polish Americans, and Puerto Rican Americans--were each the focus of 10 or more projects. The remaining 58 groups were treated by 9 or fewer projects.

The 107 monoethnic projects treated 40 ethnic groups (see Table 5). Twenty-five percent of these projects focused on American Indians, 12 percent on Black Americans, 7 percent on Chinese Americans, 5 percent on Appalachian Americans, 5 percent on Polish Americans, 4 percent on Jewish Americans, and 4 percent on Mexican Americans. The remaining 38 percent of the monoethnic projects treated 33 different ethnic groups.

Kinds of Ethnic Studies Materials Developed, 1974-1978

Many different kinds of materials were produced by the Title IX projects (see Tables 6 and 7).

1974-1977

Approximately 1,434 items were developed by the 199 projects funded between 1974 and 1977. Fifty percent (721 items) of these items are audiovisual materials, including cassette or other audio tapes, video tapes or cassettes, slide programs, filmstrips, 16mm films, and records. Forty-six percent (651 items) of the materials developed have a print format. Four percent of the materials consisted of such items as kits and artifacts, posters, activity cards, games, data banks, computer files, transparencies, greeting cards, study prints, a traveling exhibit, and ditto masters. Seventeen projects reported that they were still in the process of developing materials, which will add another 69 items to the total.

1978

A total of 435 sets of materials (an additional 7 items were still in preparation) were developed by the 1978 projects. Thirty-four percent (149 items) of these items are audiovisual materials. Fifty-seven percent (246 items) are print materials. Nine percent (40 items) of the materials developed fall into the "other" category and include resource kits, games, photographs, records, and story cards.

Table 1

ETHNIC STUDIES PROJECTS AWARDED BY STATE, 1974-1980

State or Territory	Total Grants 1974-1980	1974 38 Projects*	1975 48 Projects*	1976 49 Projects	1977 64 Projects	1978 56 Projects	1979 48 Projects	1980 58 Projects
Alabama	6	1		1	2	1	1	
Alaska	5	1			1	1	1	1
Arizona	4			1	1			2
Arkansas	1				1			
California	31	3	4	3	5	3	5	8
Colorado	13	1	1	1	3	1	4	2
Connecticut	11	1	1	2	1	2	3	1
Delaware	2		1		1			
District of Columbia	15	2	5	3	1	3	1	
Florida	4	1		1		2		
Georgia	4		1	1	1			1
Hawaii	5	1	1	1		2		
Idaho	1		1					
Illinois	14	3	1	2	2	2	1	3
Indiana	4	1		1		1		1
Iowa	3	1	1	1				
Kansas	2		1		1			
Kentucky	1			1				
Louisiana	6		1		2	1	1	1
Maine	3						3	
Maryland	7		1	2	2	2		
Massachusetts	18	3	3	1	2	6	2	1
Michigan	18	1	1	2	3	3	4	4
Minnesota	9	2	1	1	2	2	1	
Mississippi	2				1			1
Missouri	4	1			2		1	
Montana	3		1		1	1		
Nebraska	2		1			1		
Nevada	2		1			1		
New Hampshire	2			1			1	

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*Four joint projects in 1974 and one such project in 1975 account for more states than projects in each of these years.

Table 1 (continued)

ETHNIC STUDIES PROJECTS AWARDED BY STATE, 1974-1980

State or Territory	Total Grants 1974-1980	1974 38 Projects*	1975 48 Projects*	1976 49 Projects	1977 64 Projects	1978 56 Projects	1979 48 Projects	1980 58 Projects
New Jersey	10	2	2			1	2	3
New Mexico	8	1	1	2	2	1	1	
New York	44	5	4	7	7	7	5	9
North Carolina	5		2		1	1	1	
North Dakota	2			1	1			
Ohio	11	1	1	1	3	3		
Oklahoma	6			1	2	1		2
Oregon	6	1	1	1		1	1	1
Pennsylvania	17	3	2	2	3	2	2	3
Rhode Island	3	1	1		1			
South Carolina	2	1		1				
South Dakota	2	1				1		
Tennessee	0							
Texas	11	1	2	1		1	3	3
Utah	1		1					
Vermont	2			1	1			
Virginia	9	1	1	1	3		1	2
Washington	10		1	1	2	1	2	3
West Virginia	1		1					
West. Caroline Isl.	1							1
Wisconsin	7	1	1	1	1			3
Wyoming	1			1				
Micronesia	1			1				
Puerto Rico	1				1			
Virgin Islands	1				1			
American Samoa	1					1		
Guam	1						1	

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*Four joint projects in 1974 and one such project in 1975 account for more states than projects in each of these years.

Table 2

TYPE OF ORGANIZATIONS AWARDED ETHNIC STUDIES GRANTS, 1974-1980*

Type of Organization	Total Grants 1974-1980	1974 38 Projects	1975 48 Projects	1976 49 Projects	1977 64 Projects	1978 56 Projects	1979 48 Projects	1980 58 Projects
College/university	146	19	19	19	23	19	24	23
Ethnic group or organization	56		6	8	9	14	8	11
School (individual school or school system)	46	5	10	6	9	5	6	5
Professional organization	23	4	7	1	4	4	1	2
Educational center	16	4	2	2	3	1	1	3
Not-for-profit educational org.	16	1		1	4	2	2	6
Board of education	15		1	3	2	6	1	2
State department of education	13	5	1	1	4	2		
Community group	8			1	1	3	1	2
Historical society (state or local)	6	1	1		1		2	1
Library	3			1			1	1

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*Many different types of organizations were awarded grants. The groups or organizations were classified in what we deemed to be the best possible way. However, we cannot guarantee that each group would place itself in the same category in which we have assigned it. Most groups are self-explanatory; a few need defining. A "professional organization" is a membership group with specific objectives or goals. In our statistics, all groups which fall within the categories of both a professional organization and an ethnic organization--e.g., the Armenian Relief Society--were counted as ethnic organizations. "Educational centers" are groups, often local in nature, whose primary goal is the dissemination of educational information and/or materials. A few examples are the Portland Center for Urban Education, the Alabama Center for Urban Education, and the Curriculum Information Center of Mesa, Arizona.

Table 2 (continued)

TYPE OF ORGANIZATIONS AWARDED ETHNIC STUDIES GRANTS, 1974-1980*

Type of Organization	Total Grants 1974-1980	1974 38 Projects	1975 48 Projects	1976 49 Projects	1977 64 Projects	1978 56 Projects	1979 48 Projects	1980 58 Projects
Museum	3	2			1			
Religious group	3		1	2				
Research and development group	3	1			2			
Television station	3			1				2
Board of cooperative educational services	1			1				
Day care center	1				1			
Radio station	1			1				
Teacher center	1						1	
Miscellaneous	2		1	1				

Table 3

ETHNIC GROUP FOCUS OF ETHNIC STUDIES PROJECTS, 1974-1978

	1974-1978			1974		1975		1976		1977		1978	
Ethnic Group	Total Number of Projects Treated by	Monoethnic Projects	Multiple Ethnic Gr. Projects	Mono-ethnic	Multiple Ethnic	Mono-ethnic	Multiple Ethnic	Mono-ethnic	Multiple Ethnic	Mono-ethnic	Multiple Ethnic	Mono-ethnic	Multiple Ethnic
American Indians	52	27	25	3	3	5	7	5	5	8	8	6	2
Amish Americans	1	0	1								1		
Appalachian Americans	8	5	3	1		3			1		2	1	
Arab Americans	6	2	4		2		1	1		1	1		
Armenian Americans	1	1	0			1							
Asian Americans	14	2	12		2		3		4		2	2	1
Basque Americans	1	0	1						1				
Black Americans	54	13	41	2	8	3	9	4	8	3	12	1	4
Brazilian Americans	1	0	1		1								
British Americans	3	0	3				1		1		1		
Bulgarian Americans	1	1	0									1	
Cape Verdean Americans	2	1	1				1	1					
Caribbean Americans	3	2	1				1	1		1			
Chinese Americans	17	7	10		3	1	1	1	3	2	2	3	1
Colombian Americans	1	0	1		1								
Croatian Americans	2	1	1	1	1								
Cuban Americans	6	1	5		1		3	1			1		
Czech Americans	4	1	3	1	2								
Danish Americans	3	0	3		1				1				1
Dutch Americans	1	0	1										1
Eskimo Americans	1	1	0							1			
Estonian Americans	3	2	1		1	1						1	
European Americans	4	1	3						1	1	2		
Filipino Americans	6	1	5		2		1	1	2				
Finnish Americans	6	1	5		2			1	1		2		
French Acadians	1	0	1				1						
French Americans	5	2	3		1	1			2			1	
German Americans	16	1	15		5		2		5	1	3		
Greek Americans	13	3	10	1	2	1	2		1		2	1	3
Guyanese Americans	1	0	1		1								
Haitian Americans	1	1	0									1	
Hawaiian Americans	4	1	3		1		1		1			1	
Hungarian Americans	6	1	5		3							1	2
Icelandic Americans	1	0	1		1								
Indian Americans	2	1	1		1					1			
Irish Americans	12	0	12		3		2		3		3		1
Italian Americans	24	1	23	1	8		2		4		6		3
Japanese Americans	16	2	14	1	4		2		3		5	1	
Jewish Americans	22	4	18	1	7		2		3	3	5		1
Korean Americans	7	1	6		2		1		1		2	1	
Latin Americans	9	0	9		2		2		2		3		
Latvian Americans	2	0	2		1								2
Lebanese Americans	2	0	2		1		1						
Lithuanian Americans	6	0	6		4		2						

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Table 3 (continued)

ETHNIC GROUP FOCUS OF ETHNIC STUDIES PROJECTS, 1974-1978

	1974-1978			1974		1975		1976		1977		1978	
Ethnic Group	Total Number of Projects Treated by	Monoethnic Projects	Multiple Ethnic Gr. Projects	Mono-ethnic	Multiple Ethnic	Mono-ethnic	Multiple Ethnic	Mono-ethnic	Multiple Ethnic	Mono-ethnic	Multiple Ethnic	Mono-ethnic	Multiple Ethnic
Mexican Americans	28	4	24	1	4	3	6		3		9		2
Micronesians	1	1	0					1					
Migrant farmworkers	1	0	1				1						
Norwegian Americans	4	0	4		1				1		1		1
Ozark Americans	1	1	0							1			
Pakistani Americans	2	0	2		1						1		
Polish Americans	24	5	19		3		2	1	1	2	3	2	5
Portuguese Americans	3	0	3		3								
Puerto Rican Americans	20	2	18		6		2		3	2	5		2
Rhodesian Americans	1	0	1		1								
Romanian Americans	2	1	1		1			1					
Russian Americans	5	0	5		2		1				1		1
Samoan Americans	3	1	2		1				1			1	
Scandinavian Americans	5	1	4		1		1		2	1			
Scotch-Irish Americans	2	0	2				1		1				
Serbian Americans	2	0	2		2								
Slavic Americans	3	0	3		1						2		
Slovak Americans	3	0	3		2		1						
Slovenian Americans	1	0	1		1								
Southern Agrarians	1	1	0					1					
Spanish Americans	4	0	4		1		2		1				
Swedish Americans	4	0	4		1				1		1		1
Ukrainian Americans	9	0	9		3		2				3		1
Vietnamese Americans	7	1	6		1		1			1	2		2
Welsh Americans	3	1	2		1		1	1					
West Indian Americans	2	0	2								2		
White Americans	3	0	3				1		2				

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Table 3 (summary)

ETHNIC GROUP FOCUS OF ETHNIC STUDIES PROJECTS, 1974-1978

	Total Grants 1974-1978	1974	1975	1976	1977	1978
Monoethnic	107	13	19	21	29	25
Multiple ethnic group approach	83	17	14	13	19	20
Multiethnic approach	65	8	15	15	16	11
Total	255	38	48	49	64	56

Table 4

ETHNIC GROUP FOCUS OF MONOETHNIC AND MULTIPLE ETHNIC PROJECTS, 1974-1978

Ethnic Group	Number of Projects Treated by	Ethnic Group	Number of Projects Treated by
Black Americans	54	Estonian Americans	3
American Indians	52	Portuguese Americans	3
Mexican Americans	28	Samoan Americans	3
Italian Americans	24	Slavic Americans	3
Polish Americans	24	Slovak Americans	3
Jewish Americans	22	Welsh Americans	3
Puerto Rican Americans	20	White Americans	3
Chinese Americans	17	Cape Verdean Americans	2
German Americans	16	Croatian Americans	2
Japanese Americans	16	Indian Americans	2
Asian Americans	14	Latvian Americans	2
Greek Americans	13	Lebanese Americans	2
Irish Americans	12	Pakistani Americans	2
Latin Americans	9	Romanian Americans	2
Ukrainian Americans	9	Scotch-Irish Americans	2
Korean Americans	7	Serbian Americans	2
Vietnamese Americans	7	West Indian Americans	2
Arab Americans	6	Amish Americans	1
Cuban Americans	6	Armenian Americans	1
Filipino Americans	6	Basque Americans	1
Finnish Americans	6	Brazilian Americans	1
French Americans	6	Bulgarian Americans	1
Hungarian Americans	6	Colombian Americans	1
Lithuanian Americans	6	Dutch Americans	1
Appalachian Americans	5	Eskimo Americans	1
Russian Americans	5	French Acadians	1
Scandinavian Americans	5	Guyanese Americans	1
Czech Americans	4	Haitian Americans	1
European Americans	4	Icelandic Americans	1
Hawaiian Americans	4	Micronesians	1
Norwegian Americans	4	Migrant farmworkers	1
Spanish Americans	4	Ozark Americans	1
Swedish Americans	4	Rhodesian Americans	1
British Americans	3	Slovenian Americans	1
Caribbean Americans	3	Southern Agrarians	1
Danish Americans	3		

Table 5

ETHNIC FOCUS OF MONOETHNIC PROJECTS, 1974-1978

Ethnic Group	Number of Projects Treated by	Ethnic Group	Number of Projects Treated by
American Indians	27	Czech Americans	1
Black Americans	13	Eskimo Americans	1
Chinese Americans	7	European Americans	1
Appalachian Americans	5	Filipino Americans	1
Polish Americans	5	Finnish Americans	1
Jewish Americans	4	German Americans	1
Mexican Americans	4	Haitian Americans	1
Greek Americans	3	Hawaiian Americans	1
Arab Americans	2	Hungarian Americans	1
Asian Americans	2	Indian Americans	1
Caribbean Americans	2	Italian Americans	1
Estonian Americans	2	Korean Americans	1
French Americans	2	Micronesians	1
Japanese Americans	2	Ozark Americans	1
Puerto Rican Americans	2	Romanian Americans	1
Armenian Americans	1	Samoan Americans	1
Bulgarian Americans	1	Scandinavian Americans	1
Cape Verdean Americans	1	Southern Agrarians	1
Croatian Americans	1	Vietnamese Americans	1
Cuban Americans	1	Welsh Americans	1

Table 6

KINDS OF ETHNIC STUDIES MATERIALS DEVELOPED, 1974-1977

Kind of Material	Number of Items Completed	Number of Items In Preparation
Audiovisual		
Audio cassettes or tapes	438	7
Video cassettes or tapes	146	1
Slide programs (66 with cassettes and 21 alone)	87	4
Filmstrips (28 with cassettes; 6 with records; and 1 alone)	35	
16mm films	10	1
Records	5	
Total	721	13
Print	651	35
Others		
Kits/boxes of artifacts and other miscellaneous materials	21	11
Posters	17	
Activity cards	7	
Games	7	
Databanks	3	
Computer files	2	
Transparencies	2	1
Greeting cards	1	
Study prints	1	
Traveling exhibits	1	
Ditto masters		3
Total	62	21

Total number of audiovisual, print, and other materials completed: 1,434

Total number of audiovisual, print, and other materials in preparation: 69

Table 7

KINDS OF ETHNIC STUDIES MATERIALS DEVELOPED, 1978*

Kind of Material	Number of Items Completed	Number of Items In Preparation
Audiovisual		
Audio cassettes or tapes	16	
Video cassettes or tapes	74	
Slide programs (4 with cassettes and 21 alone)	25	2
Filmstrips (with cassettes)	28	
16mm films	5	1
Records	1	
Total	149	3
Print	246	4
Others		
Games	1	
Kits	31	
Photographs (series of)	3	
Photographic exhibits	1	
Records	1	
Story cards	3	
Total	40	

Total number of audiovisual, print, and other materials completed: 435

Total number of audiovisual, print, and other materials in preparation: 7

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[*] Three of the projects were training projects and did not develop any materials. One project is in the process of developing "print and nonprint materials." The kinds and numbers of materials being prepared are not known, and are not, therefore, included in these statistics.